

1945

A Study of Some of the Effects of the War Upon Town and City Schools and School Personnel in South Dakota

James C. Schooler

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

Schooler, James C., "A Study of Some of the Effects of the War Upon Town and City Schools and School Personnel in South Dakota" (1945). *Electronic Theses and Dissertations*. 2130.
<https://openprairie.sdstate.edu/etd/2130>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

**A STUDY OF SOME OF THE EFFECTS OF THE WAR
UPON TOWN AND CITY SCHOOLS AND SCHOOL PERSONNEL
IN SOUTH DAKOTA**

by

James C. Schooler

**A thesis submitted to the Faculty of the South Dakota
State College of Agriculture and Mechanic Arts
in partial fulfillment of the requirements
for the Degree of Master of Science**

August 1945

SOUTH DAKOTA STATE COLLEGE LIBRARY

ACKNOWLEDGEMENT

This study was carried on under the supervision and guidance of Dr. C. R. Wiseman, Head of the Education Department of South Dakota State College, whose many valuable suggestions and criticisms the writer hereby acknowledges.

The writer wishes to acknowledge the valuable assistance of Mr. R. D. Falk, former High School Supervisor of the State Department of Public Instruction who made it possible that the questionnaires might be included with the 1943-44 preliminary reports from the 4-year accredited high schools of South Dakota.

The writer wishes to acknowledge the valuable suggestions and assistance of Mr. E. J. Emerson, High School Supervisor of the State Department of Public Instruction.

The writer wishes, also, to take this means to express his thanks to the many school administrators for their cooperation in furnishing the data for this study. A list of these administrators and the schools they represented is given in Appendix B.

TABLE OF CONTENTS

Page

Chapter I. Introduction

Justification of the Study	1
General Plan of Study.	2
Sources of Information	3
Delimitation.	3
General Information Related to This Study.	4
Procedure and Reliability.	5

Chapter II. Review of the Literature Related to the Effects of the War upon Public School Personnel . . .

Effects on School Enrollment	8
Effects on School Enrollments with Reference to Sex	9
Effects on Teacher Personnel in All Grades	9
Effects on Enrollment in Selected Subjects	12
Why Teachers Are Leaving the Profession.	12
Employment of Married Women Teachers	15
Employment of Teachers with Emergency Certificates	15
Methods Used to Keep Faculties Intact.	19
Effects on School Finances.	19
Summary.	20

Chapter III. Effects of the War Upon Pupil Personnel and Subject Enrollments in South Dakota

Effects on Elementary School Enrollment.	23
Effects on Secondary School Enrollments by Sex	26
Enrollment in Selected Subjects and Curriculum Changes.	28
Summary.	31

Chapter IV. Effects on Teacher Personnel

Changes in Teacher Personnel.	32
Circumstances Causing Teachers to Seek New Teaching Positions or to Leave the Profession	36
Employment of Married Women Teachers.	40
Methods Used to Combat the Teacher Shortage	41
Teachers' Salaries in South Dakota for 1943-44	43
Summary.	48

Chapter V. The Financial Condition of Town and City School Districts in South Dakota

Assessed Valuation of the School Districts.	50
Bonded Indebtedness of the School Districts	52
Warrant Indebtedness of the School Districts.	56
Summary.	58

Chapter VI. Other Noticeable Effects

Physical Education in South Dakota Schools . .	59
Shortages of Supplies and Equipment.	62
Opening and Closing Dates.	63
The Effects of the War Upon the High School Graduating Class of 1943.	64
Summary.	70

Chapter VII. General Summary of the Effects of the War Upon the School Systems of South Dakota**Part I**

General Summary.	71-74
--------------------------	-------

Part II

Conclusions.	74-75
----------------------	-------

Part III

Effects of the War Upon the Schools During 1944-45 in South Dakota . .	76-77
---	-------

Bibliography	78
------------------------	----

Appendices

Appendix A.	79-82
Appendix B	83-85
Appendix C	86-88
Appendix D	89-92

LIST OF TABLES

<u>Table</u>	<u>Title</u>	<u>Page</u>
I	Classification of the Schools and the Percentage of Questionnaires Returned from Each Group.	5
II	Elementary School Enrollments in South Dakota from 1941 to 1943.	24
III	Secondary School Enrollments in South Dakota from 1941 to 1943.	26
IV	Curriculum Changes and Enrollment Changes Affecting Selected Subjects from 1941-42 to 1943-44.	29
V	Changes in Teacher Personnel by Grade Level and Sex.	34
VI	Circumstances Causing Teachers to Leave the Teaching Profession or to Seek New Teaching Positions During the Summer of 1943.	37
VII	Employment of Married Women Teachers from 1941-42 to 1943-44.	40
VIII	Methods Used by Boards of Education to Meet the Problem of Teacher Shortage. .	42
IX	Mean Salaries for Teachers with High School General Certificates.	45
X	Mean Salaries for Teachers with State Certificates.	46
XI	Mean Salaries for Teachers with Permits	47
XII	Assessed Valuation of 116 South Dakota School Districts from 1941 thru 1943. .	51
XIII	Number and Percentages of Schools Reporting a Bonded Debt in 1943.	53
XIV	Decrease in the Bonded Indebtedness of School Districts from 1941 thru 1943...	54
XV	Average Yearly Reduction in Bonded Indebtedness.	55
XVI	Warrant Indebtedness of School Districts from 1941 thru 1943.	57

XVII	Emphasis to be Placed on Boys Physical Education During 1943-44 Compared with 1942-43.	60
XVIII	Emphasis to be Placed on Girls Physical Education During 1943-44 Compared with 1942-43.	61
XIX	Summary of Vocations Accepted by the 1943 Graduates of 114 High Schools in South Dakota.	65
XXa	Graduates of 1943 in Gainful Occupations	66
XXb	Graduates of 1943 in Military Service and Educational Programs	67
XXc	Graduates of 1943 Enrolled in Trade Schools and Colleges.	68
XXd	Graduates of 1943 in Miscellaneous Activities.	69

Figure 1	Percentage Distribution of Teacher Turn-over in South Dakota Which Took Place During the Summer of 1943.	39
----------	--	----

CHAPTER I

INTRODUCTION

Justification of the Study

The repercussions of war upon the 4-year accredited high schools of South Dakota during the period from October, 1941, to October, 1943, have been numerous and intense.

There has been considerable discussion concerning the effects of the war upon the schools, many articles have been written on the subject, and some surveys over the United States as a whole have been made.

In South Dakota, it appears that there is a definite shortage of qualified educational instructors to teach the physical sciences and coach athletics. Many schools are operating with only one male faculty member, the superintendent. Some schools are operating with a faculty consisting entirely of women. Schools have had to resort to hiring local housewives or others who have been granted emergency certificates by the State Department. Considerable altering of subjects, changing of schedules, and other methods are being used in order to keep the schools in operation.

By a study of the changes in teacher and pupil personnel, changes in curriculum and selection of subjects by pupils, and methods used to keep the schools in operation, the writer undertook to bring out points of value to those interested in the welfare of education and the public schools of South Dakota.

The writer's interest for study of this problem arose

from discussions with various State Department Supervisors, especially Mr. Falk, High School Supervisor, Superintendent R. E. Rawlins, Pierre Public Schools, and from his experience as a teacher and an administrator in South Dakota Schools for the past eight years.

General Plan of Study

A study of the effects of the war upon the 4-year accredited high schools of South Dakota from October, 1941, to October, 1943, was undertaken with these objectives in view: (1) to determine the effects on school enrollments from the first grade through the twelfth, (2) to determine the effects on school enrollments from the ninth to twelfth grades with reference to sex, (3) to determine the effects on teacher personnel in all grades, and with reference to sex, (4) to determine the effects on enrollment in selected subject fields, (5) to determine why teachers are leaving the profession and in what other fields they are seeking employment, (6) to determine the increase in employment of married women as teachers, (7) to determine the increase in employment of teachers with emergency certificates, (8) to find what methods are being used by boards of education to keep faculties intact, (9) to determine the effects on school finances, (10) to summarize these effects in a manner that will present to the reader valuable information as to the actual conditions of the schools in South Dakota.

Sources of Information

The main source of information for this study was through the questionnaire sent to all the Public Secondary Schools of South Dakota to be returned with the preliminary report for 1943-44 to the State Department of Public Instruction.

In cases where a small bit of information was omitted, the writer supplied it by referring to the preliminary reports on file in the State Department of Public Instruction Office.

In obtaining material from the State Department the writer was assisted by Mr. Douglas Chittick, Deputy State Superintendent, Mr. R. J. Moulton, Director of Certification, and Mr. R. D. Falk and later Mr. M. J. Emerson, Supervisor of Secondary Education.

The writer received much information concerning the effects of the war on the schools of the nation from a publication compiled by Mr. Emory M. Foster, Chief, Division of Statistics, and Benjamin W. Frazier, Senior Specialist in Teacher Training, both of the United States Office of Education.

Another source of information for the study was through the reading of articles related to the subject published in current educational magazines and pamphlets.

Delimitation

A subject as large as the effects of the war upon public schools must be confined and limited in many ways in a study of this kind. The ten objectives set up by the writer to

serve as a general plan of study will act as a limiting factor in this study.

General Information Related to This Study

The construction of the questionnaire required careful evaluation and wording of questions so that the specific information would be supplied and also adequately cover the subject.

The questionnaire was necessarily quite long and required some research on the part of the administrators as it asked for data from the two years preceding the current one, 1943-44. Data dealing with enrollments and finance could be obtained from the preliminary reports of the respective years. In a few cases, where these data were omitted by the administrator, they were obtained from the files in the State Department by the writer. Items Number III and VI of the questionnaire (see Appendix A) were not included in this study because the data received were very incomplete.

In making the questionnaire the writer was greatly assisted by Emory H. Foster, Chief, Division of Statistics, and Benjamin W. Frazier, Senior Specialist in Teacher Training, both of the United States Office of Education. They furnished a questionnaire that had been used in a similar study made in 1943, covering the greater part of the nation. Many valuable suggestions were obtained from this questionnaire. The writer also received many helpful suggestions pertinent to the schools of South Dakota from R. D. Falk, High School Supervisor, South Dakota Department of Public Instruction.

Upon completion of the questionnaire in mimeographed form

as shown in Appendix A, it was sent to the 370 public schools listed in the Educational Directory of South Dakota Schools for 1942-43 along with the preliminary report from the State Department of Public Instruction. The administrators were instructed to return it to the State Department with the preliminary report.

Procedure and Reliability

The response netted 116 questionnaires which contained sufficient information to be usable in the study. A summary of the sampling based upon the number of public high schools listed in the Educational Directory of South Dakota Schools for 1943-44 is presented in Table I.

Table I. Classification of the Schools and the Percentage of Questionnaires Returned from Each Group

Enrollment Range	250 and over	100 thru 249	50 thru 99	0 thru 49	Total
Classification for this study	A	B	C	D	
*Number Listed in Educational Directory 1943-44	15	64	107	131	317
Number Returning the Questionnaire	7	34	41	34	116
Percentage Returning the Questionnaire	46.6	53.1	38.3	26.0	36.6

* Private, State, and Government Schools not included.

The writer thought it advantageous to divide the schools into 4 classifications based upon their enrollment because the stability of the program seemed to be directly proportional to the size of the school. Here again the Educational Directory

of South Dakota Schools for 1943-44 was used to determine enrollments.

The writer assumed that the percentage of returns for each group was sufficiently large to make the findings representative of the group. The percentage of total returns (36.6 per cent) based on the total number of schools was deemed large enough to give a representative picture of the conditions of the town and city schools of the state.

In making the tabulation of the responses to the questionnaire, the writer used sheets of lined paper, size 10 x 34 inches. The questionnaires were separated into the four groups on the basis of enrollment as indicated in Table I and arranged in alphabetical order. The names of the schools were listed on the left side of the sheet and the questions were listed across the top. Each response was then tabulated on these large sheets in the proper space. When this was completed the responses to each question were totaled and placed on a questionnaire used as a master sheet. A separate master sheet was prepared for each of the four groups. The totals were rechecked for accuracy. The adding machine was used in cases where several items were involved.

These data were then made up into individual tables, most of which appear in the succeeding chapters.

The writer promised to make the results of the study available to the school administrators through the State Department and consequently a copy was placed in the hands of the State Department officials for this purpose. A list of the schools and the school administrators cooperating in the

study, to whom the writer is indeed grateful, may be found in Appendix B.

CHAPTER II

REVIEW OF THE LITERATURE RELATED TO THE EFFECTS
OF THE WAR UPON PUBLIC SCHOOL PERSONNEL

The writer's purpose here is to present a review of the literature relative to this study.

The sources consulted were similar studies made by the United States Offices of Education and current periodical literature dealing with conditions existing in public schools from 1941 to 1944.

In order to present this review in a concise form, the writer has divided the material to correspond with the ten headings listed in Chapter I under General Plan of Study.

Effects on School Enrollment from the
First Grade thru the Twelfth

The United States Office of Education¹ found that there were approximately 1,500,000 less pupils enrolled in the public schools of the United States on October 15, 1942, than during the school year 1939-40.

"A small decrease occurred between 1939-40 and 1940-41, but the loss was progressively larger in each of the two following years."

The total enrollment in the public schools of the nation in 1942-43 had dropped almost six per cent since 1939-40.

The National Education Association Research Division²

- (1) Foster, Emory H. and Frasier, Benjamin W., "Some Early Effects of the War Upon Public Schools," Circular No. 218, Federal Security Agency, U. S. Office of Education, Washington, D. C., July 1943, p. 2.
- (2) "The Continuing Crisis in Education." Summary of National Outlook for 1943-44, reprinted from a Bulletin issued on December 1, 1943, by Research Division of the National Education Association, South Dakota Education Association Journal, Volume XIX, January 1944, p. 182.

reported on December 1, 1943 as follows:

"In 1940-41 the elementary schools enrolled 18,583,849 pupils and the estimated total for 1943-44 is 17,551,500. This represents a decline of 5.6 per cent."

"In the same period high schools have declined 19.1 per cent. The estimated high school enrollment for 1943-44 is 5,421,700."

"Since high schools have not been seriously affected yet by general population decline, the estimated high school loss of 1,283,981 must represent youth who have entered the armed forces or have quit school for full-time employment."

According to statistics compiled in the South Dakota State Department of Public Instruction the elementary enrollment in South Dakota dropped from a total of 92,186 in 1942-43 to 86,903 in 1943-44. This represents a loss of 5.7 per cent in elementary enrollment in one year. The same source showed that the secondary enrollment in South Dakota decreased from 32,632 in 1942-43 to 29,415 in 1943-44. This represents a decrease of 9.8 per cent in one year.

Effects on School Enrollments from Ninth thru Twelfth Grades with Reference to Sex

The loss in enrollment at the high school level is much greater than at the elementary level. The United States Office of Education³ reported that:

"The very large cities and the small independent school systems lost more than 8 per cent of their high school boys and more than 5 per cent of their high school girls in the one year from October 1941 to October 1942."

Effects on Teacher Personnel in All Grades

The literature reviewed indicated considerable unrest

(3) Foster, Emory H. and Frazier, Benjamin W. op. cit., p. 2.

among teachers. The United States Office of Education⁴ found that:

"In the elementary field the rural schools lost 10 per cent more of their men teachers than did the city schools, 26.4 per cent as compared with 16.2 per cent. In high schools the rural loss of men was much greater than the city loss, 14.6 per cent as compared with 8.0 per cent."

"For all levels of education the rural schools gained in number of women teachers."

The Research Division of the National Education Association⁵ sums up the loss to the teaching profession and teacher turnover in this way:

"Last year (1942-43) the profession lost an estimated total of 39,000 teachers who entered the military services; this year the expected loss will be 29,000. In 1942-43 apparently 37,000 teachers entered war industries and similar non-teaching employment; in 1943-44 about 25,000 are expected to leave for similar reasons. The total number leaving because of military service, non-teaching employment, marriage, death, and other factors is expected to reach 80,000 teachers."

"In 1943-44 it is estimated that more than 170,000 teachers will be new to their positions as compared with a turnover of 180,000 in 1942-43 and a normal annual replacement of about 90,000. The situation this year, as it was last year, is most acute in the middle west, stretching in a band from Montana to Texas. In this area from 30 to 40 per cent of the teachers will be new this year."

In a study of teacher turnover in South Dakota the South Dakota Education Association obtained the following data:⁶

"In December (1943) the South Dakota Education Association Office conducted a survey of the

(4) Foster, Emory H. and Frazier, Benjamin W., op. cit., p. 6.

(5) "The Continuing Crisis in Education," op. cit., p. 7.

(6) Hissen, S. B., and Mosby, H. G., "Teacher Turnover and Average Salary," 1941-44, South Dakota Education Association Journal, Volume XIX, April 1944, p. 300.

teacher turnover in South Dakota for the past two and one-half years. The percentage of turnover was based upon shifts of rural school teachers from county to county, and of town teachers from one school system to another. The returns showed that there was a turnover of 34 per cent in 1941-42 and 40 per cent in 1942-43. In the first 6 months of the present year (1943-44) there was a turnover of 28 per cent. The survey further showed that throughout the two and one-half years, 11 per cent of the teachers changed schools in order to improve their salaries, or their teaching positions; 8 per cent left the profession for other types of employment, with less than 1 per cent going into industries and civil service; 6 per cent quit teaching on account of marriage; 4 per cent were inducted into military service; 5 per cent were listed as miscellaneous; and only one teacher in 400 retired on account of old age."

J. F. Hines,⁷ State Superintendent of Public Instruction, reported a total of 7555 teachers employed in the public schools of South Dakota in 1942-43 and a total of 8107 employed in 1938-39. This indicates a decrease of about 6.8 per cent in the 4-year period. In the same period, the number of men teachers dropped from 1767 to 999 or a decrease of 43.4 per cent.

A study of the number of fully trained teachers supplied by the fifteen teacher training colleges in South Dakota during the past five years reveals at least one reason for the existing shortage of teachers in South Dakota. Dean W. W. Ludeman, Southern State Normal School, Springfield, South Dakota, in his ninth annual survey of teacher placement found that only 397 fully trained teachers graduated from the teacher training colleges of South Dakota in 1944. Mr. Ludeman reported the following statistics for previous years: 702 teachers graduating in 1943, 944 teachers graduating in 1942, 1252 teachers

(7) Hines, J. F., "Educational Data for South Dakota Schools," May 18, 1944, p. 4.

graduating in 1941, and 1394 teachers graduating in 1940. Thus it is evident that one reason for the existing shortage of teachers in South Dakota is the sharp decline in number of students taking teacher training courses. Mr. Ludeman further reported that "the four-year situation is the worst of all" with 313 students finishing degree courses in the state, only 122 wanted to teach and just 114 are teaching now.

Effects on Enrollment in Selected Subject Matter Fields

Because of emphasis placed upon certain subject matter fields by Army and Navy officials, the writer thought it important enough to include this item in this survey. The following data obtained by the United States Office of Education⁸ is interesting for comparisons.

"The most striking change has been in pre-flight aeronautics. On October 15, 1941, only 2634 pupils in the reporting schools were enrolled in this subject, but a year later the same schools reported 35,515 pupils. The only other large increase for boys and girls together for all types of school systems was in physics, where enrollments increased 8.5 per cent. The increases in mathematics, in trades and industry, and in physical education were slight, but probably significant since the general enrollments were decreasing."

"Decreases in enrollments were found in Industrial Arts, 5.8 per cent; Agriculture, 7.0 per cent; Chemistry, 6.0 per cent and Home Economics, 4.0 per cent. These are comparable to the decrease in total secondary school enrollment."

Why Teachers Are Leaving the Profession and in What Other Fields They Are Seeking Employment

The unfavorable balance between teachers' salaries and the rising cost of living seems to be the main reason for

(8) Foster, Emory W. and Frazier, Benjamin W. op. cit., p. 4-5.

teachers leaving the profession, according to many authorities.

Dr. J. Cecil Parker⁹ writes as follows:

"Since the outbreak of World War II, American teachers have found themselves in a less favorable economic position. Their salaries have remained relatively fixed. Their cost of living has gone up. The purchasing power of their incomes has declined."

"According to the Research Division of the National Education Association and the United States Office of Education, the average salary of teachers, supervisors, and principals throughout the country has risen from \$1441 in 1939-40 to \$1550 in 1942-43, an increase of 7.5 per cent. According to figures from the United States Bureau of Labor Statistics covering the months comparable to the school year, the cost of living has jumped from an average index of 100 in 1939-40 to 121 for 1942-43, a rise of 21 per cent. The lag of teachers' salaries behind the cost of living represents a hidden salary cut of about 11 per cent since 1939-40."

Donald Du Shane¹⁰ made the following statements in part before the sub-committee on Wartime Health and Education of the Committee on Education and Labor of the United States Senate on January 26, 1944.

"The pinch between relatively low and static salaries and the rising cost of living already has had a devastating effect upon teaching. Thousands have left the profession for the high wages paid by industry. Thousands of others witness their former students, scarcely out of high school, making better wages even than teachers of long experience. Bad conditions that already existed have been made worse. By way of summarizing, the following observations may be made:

1. "Salaries Are Too Low. Teachers on the average are paid far too little to enable them to maintain

(9) Parker, Dr. J. Cecil, "Wartime Stake of Teachers in Price Control," South Dakota Education Association Journal, Volume XIX, November, 1943, p. 136.

(10) Du Shane, Donald, "Teachers' Salaries and Living Costs," South Dakota Education Association Journal, Volume XIX, March 1944, p. 260.

themselves at a level of professional efficiency."

2. "Salaries are Declining in Value. From 1938-39 through 1942-43 there was a 10 per cent raise in teachers' salaries, which reached an average of \$1550 in 1942-43. During that period, however, the rising cost of living caused a decline of 11 per cent in the purchasing power of the average salary."

3. "Other Groups Fare Better. Teachers are sharing only slightly in the rise in income that for many other groups offset in large part the rise in cost of living. The pay check of the average factory worker is today at least 80 per cent above the prewar level in August, 1939. The net income of farmers this year will be nearly three times larger than the prewar figure. 'Entrepreneurial income' (chiefly profits) has considerably more than doubled since August, 1939. Thus teachers, already in an unfavorable economic position, are losing ground in comparison to other occupational groups."

The Research Division of the National Education Association¹¹ summarized the situation as follows:

"Studies of the school year 1942-43 revealed an acute manpower crisis in elementary and secondary schools. In terms of both number and quality of teachers, the American people were losing an important battle on the home front. While this manpower crisis was caused in part by war conditions, the major disintegration factor in education was the actual and relative unfavorable economic status of teachers. This status, never equal to the social importance of the teachers' work, had, since Pearl Harbor, been pushed back twenty years."

"The present estimates show that the crisis of 1942-43 is continuing in 1943-44 with little or no abatement. Teacher turnover or replacement continues to be double its normal rate. Thousands are leaving the profession and their positions are left vacant, eliminated, or filled by persons with less than standard qualifications. Salary improvements, relatively small in amounts, have come too slowly and still have failed to reach thousands who are working for substandard payments."

(11) "The Continuing Crisis in Education." op. cit., p. 182.

Employment of Married Women Teachers

The increase in employment of married women teachers is quite significant as an effect of the war upon teacher personnel. Dr. Kramer,¹² Superintendent of Schools, Spearfish, South Dakota, made an interesting study of this particular situation in South Dakota and he reported the following data:

"The writer has been curious concerning the married woman teacher's situation ever since the war began. A brief study has been completed of twenty-one representative schools in South Dakota. A random sampling selection was taken of a few small, some middle-sized, and some larger schools in the state."

"Of the twenty-one schools studied, only one employed married women before 1941. Now all but four do so..... Of the total number of teachers in the schools studied, which was in round numbers 700, seventy-two or approximately ten per cent were married women. The smaller the school the greater the per cent of married women teachers. The range is from none in a school system of 102 teachers, to better than 50 per cent in a school of seven teachers."

"Six schools could have operated without the services of the married women, six could not have operated, and fifteen would have been handicapped."

Employment of Teachers with Emergency Certificates

The Research Division of the National Education Association¹³ indicates the approximate number of teachers with emergency certificates that were employed in 1943-44. It points out, in the following paragraphs, that the declining

(12) Kramer, Dr. J. Howard, "The Married Woman Teacher After the War," South Dakota Education Association Journal, Volume XIX, April 1944, p. 294.

(13) "The Continuing Crisis in Education." op. cit., p. 7

enrollment in teacher training institutions is a contributing factor in the decrease of qualified teachers:

"..... In September, 1943, the estimates showed more than 40,000 emergency certificates as necessary in 1943-44 and by October the estimates number had risen to 50,000. Educational institutions, which normally supply about 50,000 new teachers each year, possibly provided as few as 10,000 persons. In brief, the schools will be short this year at least 68,000 qualified teachers....."

"The potentially most destructive development is the decline of teacher education..... These institutions have declined 60 per cent of their pre-war enrollments. In the same period the number of emergency credentials will be increased from 2300 to 50,000 - an increase of 2000 per cent."

The shortage of qualified teachers in South Dakota was quite serious during 1942-43 and 1943-44. Provision was made by which the county superintendents and the state superintendent could issue permits to individuals enabling them to teach in South Dakota schools where regularly certified teachers were not available.

The following data were obtained from summary reports for 1942-43 and 1943-44 of South Dakota Public Schools on file in the office of the State Department of Public Instruction with the assistance of Douglas Chittick, Deputy State Superintendent.

This table shows the percentage of decrease of regularly certified teachers in the various levels of instruction and the percentage of increase in the use of emergency permits.

Certificates Held by Teachers in South Dakota

Certificates Used	1942-43	1943-44	% Change from 1942-43*
Life Prof. & H. S. Perm.			
Elementary	128	119	- 5.5
High School	620	592	- 4.5
High School General			
Elementary	173	171	- 1.2
High School	927	844	- 8.9
Life Diploma			
Elementary	87	67	-23.0
High School	61	43	-29.0
High School Special			
Elementary	48	40	-16.7
High School	172	118	-31.4
State			
Elementary	2062	1693	-17.8
High School	47	56	+ 5.2
Vocational			
Elementary	5	4	-20.0
High School	29	25	-13.8
State Primary	53	35	-34.0
Primary	7	2	-71.5
First Grade	2812	2426	-13.8
Second Grade	32	577	+1700.0
Co. Sup'ts Special (Permit)	315	63	-80.0
State Sup'ts Special (State Permits)			
Elementary	6	374	+6133.0
High School	12	107	+ 791.6
Total Number Elementary Certificates	5728	5571	- 2.7
Total Number High School Certificates	1868	1785	- 4.5

*Percentages determined by the writer.

The loss of regularly certified teachers in the elementary grades from 1942-43 to 1943-44 ranged from 1.2 per cent of the teachers holding High School General certificates to 23 per cent of the teachers holding a Life Diploma. Teachers

holding State Primary certificates decreased 34 per cent and teachers holding Primary certificates decreased from 7 to 2 or 71 per cent. The latter is rather unimportant, however, due to the small number holding this type of certificate in 1942-43. To compensate for this loss of elementary teachers, the use of teachers with Second Grade certificates increased from 32 in 1942-43 to 577 in 1943-44 or about 1700 per cent. Elementary teachers holding county superintendent permits decreased from 315 in 1942-43 to 63 in 1943-44, but elementary teachers holding State Superintendent Specials (State permits) increased from 6 in 1942-43 to 374 in 1943-44 in the elementary grades. Thus in the elementary grades the use of emergency permits of both types increased from 321 in 1942-43 to 437 in 1943-44, representing a net increase of 116 or about 36 per cent. Thus out of a total of 5571 elementary teachers in South Dakota in 1943-44, 437 or 7.8 per cent were certified with emergency permits.

The decrease of regularly certified high school teachers from 1942-43 to 1943-44 ranged from 4.5 per cent of those holding Life Professional and High School Permanent to 31.4 per cent of those holding a High School Special certificate. Part of this loss was made up by increasing the use of teachers holding State Certificates in high school. The use of teachers certified by the State Superintendent Special (State permit) increased from 12 in 1942-43 to 107 in 1943-44 or about 791.6 per cent. Out of a total of 1785 high school teachers in South Dakota in 1943-44, 107 or about 6 per cent were certified with State permits.

Methods Used by Boards of Education to
Keep Faculties Intact

The upward revision of salary schedules seem to be the major method used by boards of education to attract teachers to their school systems. St. Paul, Minnesota, and Milwaukee, Wisconsin¹⁴ represent at least two large city systems which have revised their salary schedules to meet the rising cost of living.

"New single-salary schedules went into effect January 1, 1944 in at least two cities over 100,000 in population - St. Paul, Minnesota, and Milwaukee, Wisconsin."

"In Milwaukee three maximum salaries are set: \$2500 for teachers not holding degrees, \$2800 for teachers with bachelor's degrees, \$3000 with master's degrees. The Milwaukee board of education cooperating with other city and county governmental units, also has approved an automatic annual cost-of-living adjustment, based on the United States Department of Labor index of cost of living. The amount is to be fixed as of June 15 each year, for the ensuing fiscal year. Last June the cost of living in Milwaukee was 22.7 per cent above the average in 1935-39, which has been selected as the base period. The adjustment is computed on a uniform minimum salary of \$1620: 22.7 per cent is approximately \$367.68, the amount of the adjustment set for the current fiscal year."

Effects on School Finances

Hines¹⁵ reports the following data on school finance in South Dakota for the year 1938-39 and 1942-43:

(14) "Salary Adjustments in Large Cities," (News Item). National Education Association Journal, Volume XXXIII, February 1944, p. 55.

(15) Hines, J. F. op. cit., p. 7.

<u>For the School Year</u>	<u>1938-39</u>	<u>1942-43</u>	<u>Per Cent* of Change</u>
Total Enrollment	139,013	124,818	-10.2
Average Mill Levy	9.55	8.07	-15.5
Cost of Operation	12,163,599	12,782,472	+ 5.0
Cost Per Capita	87.50	102.40	+17.0
Assessed Valuation	950,472,084	1,002,704,180	+ 5.5
Value Per Capita	6837.29	8033.33	+17.4
Value-School Property	41,239,518	43,625,356	+ 5.8
Value Per Capita	296.66	349.51	+17.9
School District Debt	12,052,801	6,873,861	-42.9
Per Capita Debt	86.70	55.07	-36.5

*Percentages determined by the writer.

These data show that the school district debt for South Dakota Schools has decreased 42.9 per cent during the 4-year period from 1938-39 to 1942-43. The per capita debt based on total enrollment was decreased from \$86.70 to \$55.07 (36.5 per cent) during the same period, while the per capita value of school property increased from \$296.66 to \$349.51 (17.9 per cent). The assessed valuation of school districts has increased 5.5 per cent and the total value of school property has increased 5.8 per cent. Despite the 5 per cent increase in cost of operation, school districts in South Dakota are in a favorable financial condition.

Summary

- (1) The nation's schools lost 5.6 per cent of their elementary enrollment and 19.1 per cent of their high school enrollment during the 3 years from 1940-41 to 1943-44. South Dakota suffered a 5.7 per cent loss in its elementary school enrollment and a 9.8 per cent loss in its secondary

school enrollment from 1942-43 to 1943-44.

- (2) The nation's high schools lost 8 per cent of their boys and girls in the one year from October 1941 to October 1942.
- (3) The exodus of teachers from the profession and teacher turnover has reached gigantic proportions. The annual teacher turnover is more than double that of normal years. In the middle west the teacher turnover averaged between 30 and 40 per cent. Rural areas lost a greater percentage of men teachers than urban areas. During the 4-year period from 1938-39 to 1942-43 in South Dakota the total number of teachers decreased 6.8 per cent and the number of men teachers dropped 43.4 per cent. Enrollments in teacher training institutions has declined sharply which tends to accentuate the teacher shortage.
- (4) Enrollment of high school students in certain selected subjects have increased despite the sharp decrease in high school enrollment. In the nation's schools enrollment in pre-flight aeronautics jumped from 2634 pupils in 1941-42 to 35,515 pupils in the following year. Enrollment in physics increased 8.5 per cent for the same period. Slight increased enrollments were reported in mathematics, in trades and industry and in physical education.
- (5) Low salaries have forced many teachers to seek other types of employment to meet increased living costs. The unfavorable economic status of the teaching profession tends to slow down the teacher recruitment program.
- (6) The employment of married women as teachers has increased sharply. Approximately 10 per cent of the teachers in South Dakota in 1943-44 were married women. Some small

secondary schools reported that 50 per cent of their faculty members were married women. Many schools reported that the employment of married women teachers was the only way that they could remain in operation.

- (7) Approximately 50,000 emergency certificates were issued in 1943-44 to keep the schools of the nation in operation. In South Dakota the number of fully qualified teachers at all levels has decreased rapidly. In 1943-44, 6 per cent of the high school teachers in South Dakota were certified with State permits, and 7.8 per cent of the elementary teachers held either state or county permits.
- (8) The upward revision of salary schedules and general salary increases is the main method used to retain teachers in their present positions. Many school boards have become conscious of the unfavorable economic status of the teaching profession and are trying to bring salaries up to levels that will compete with the salaries of other wage earners. Most writers contend that still greater salary advances are necessary to put the teaching profession on a par with other professions.
- (9) South Dakota school districts are retiring their indebtedness at the rate of about 10 per cent per year. Assessed valuation is increasing about the same rate as the value of school property and cost of operation. Many school districts must levy the full amount allowed by law to meet current school costs.

CHAPTER III

EFFECTS OF THE WAR UPON PUPIL PERSONNEL AND
SUBJECT ENROLLMENTS IN SOUTH DAKOTA

In this and succeeding chapters (Chapters IV, V and VI) the writer will present the data with a brief discussion of these data as gathered from the questionnaire which was described in Chapter I, a copy of which is found in Appendix A. The reader must keep in mind that all the data and the conclusions drawn therefrom in this and succeeding chapters are based upon the reports from the 116 South Dakota schools described in Chapter I, unless otherwise stated.

In Chapter III the writer presents the data related to effects on pupil personnel. In Chapter IV are found data related to effects on teacher personnel. Chapter V deals with financial condition of school districts and in Chapter VI the writer presents and discusses other miscellaneous effects of the war upon the schools.

Effects on Elementary School Enrollment

The enrollments listed for October 15, 1941, were considered by the writer as the base for determining percentage of difference for October 15, 1942, and the 1942 enrollment was used as a base for obtaining the percentage of difference for the 1943 enrollment. The writer assumed that enrollment in South Dakota in 1941 had not been materially affected by the war and thus significant deviations from that base would indicate the war's effects upon school enrollments. Table II lists the elementary enrollment of the schools as furnished by the school official returning the questionnaire from his particular school.

Table II. Elementary School Enrollments in
South Dakota from 1941 to 1943

Oct. 15, 1941		Oct. 15, 1942			Oct. 15, 1943		
Class	Enrol.	Enrol.	Dif.	% Dif.	Enrol.	Dif.	% Dif.
A	4698	4748	+ 50	+1.1	3961	-787	-16.4
B	6792	6765	- 27	- .4	6116	-649	- 9.6
C	3790	3633	-157	-4.1	3318	-315	- 8.7
D	1600	1477	-123	-7.7	1408	- 62	- 4.7
Total	16880	16623	-257	-1.5	14803	-1820	-12.4

According to these data the elementary enrollment of the 116 schools reporting for this study decreased 1.5 per cent from 1941 to 1942 and 12.4 per cent from 1942 to 1943.

A careful study of the data in Table II reveals many interesting facts which may be related to the war. For instance, schools in the larger towns (Class A) actually experienced an increase in enrollment during 1942-43 over 1941-42 of approximately 1.1 per cent. This was probably caused by an influx of workers due to the construction of various air fields, military training schools, and munition depots needed for the army training program. This assumption is further borne out by the fact that in 1943, when the construction program was nearly completed, the loss in elementary enrollments for the larger towns' schools was 16.4 per cent. This percentage loses some of its significance, however, because of the small number of schools (7) included in this group and also from the fact that the Lead Public Schools suffered considerable loss in enrollment due to the War Production Board ruling

that the Homestake Mine be closed.

Schools in Class B seemed to follow the general pattern of the schools in Class A in elementary enrollments, although not quite as drastic for either year. A loss of only 27 in 1942 from a total of 6792 students in 1941 is significant only in that it indicates that the loss is some less than normal and may be explained that in a few cases some war-sponsored work was present to attract enough workers and their families to partially offset the normal loss due to the declining birthrate.

The schools in Class D suffered the greatest percentage loss in enrollment in 1942, but became more stabilized in 1943 than any of the other groups. This is probably due to the fact that a gain or loss of two or three families in a community of this size materially affects school enrollment. By 1943 most of the abnormal changes had been made and the loss approached the normal decline. Schools in Class C seemed to strike a fair medium between Class B and D. Class C no doubt was affected by the same things that caused changes in the other two groups.

The total picture is one of direct contrast between the large schools and the small schools with the medium-sized schools falling in between. The large schools actually gained a small percentage in 1942 while the small schools lost the greatest percentage. In 1943 the picture is reversed and the small schools lost the smallest percentage and the large schools the greatest percentage.

Effects on Secondary School Enrollments by Sex

In this section the writer attempts to ascertain which sex of high school age was more affected by the war. The secondary enrollment in 1941 was used as a base for determining the percentage of difference in 1942 and the 1942 enrollment was used as a base for determining the percentage of difference for 1943. The enrollments for all three years and the percentage of deviations is given in Table III for both boys and girls.

Table III. Secondary School Enrollments in South Dakota from 1941 to 1943

Oct. 15, 1941		Oct. 15, 1942			Oct. 15, 1943		
Class	Boys	Boys	Dif.	% Dif.	Boys	Dif.	% Dif.
A	1555	1375	-180	-11.6	1232	-143	-10.4
B	2741	2598	-143	- 5.2	2371	-227	- 8.8
C	1623	1399	-224	-13.8	1263	-136	- 9.8
D	663	576	- 87	-13.2	534	- 42	- 7.3
Totals	6582	5948	-634	- 9.6	5400	-548	- 9.2

Class	Girls	Girls	Dif.	% Dif.	Girls	Dif.	% Dif.
A	1716	1554	-162	- 9.5	1391	-163	-10.5
B	3117	2911	-206	- 6.6	2849	- 62	- 2.1
C	1710	1673	- 37	- 2.2	1528	-145	- 8.7
D	703	628	- 75	-10.7	550	- 78	-12.4
Totals	7246	6766	-480	- 6.6	6318	-448	- 7.1

Grand Total	13828	12714	-1114	- 8.1	11718	-996	- 7.8
-------------	-------	-------	-------	-------	-------	------	-------

These data show that the general picture of enrollments at the secondary level is more consistent than the trends

determined by the preceding study of elementary enrollments. In general the schools of all groups experienced about the same percentage of loss of male students in 1942, and again in 1943. The only important deviation was in Class B for 1942 which lost only 5.2 per cent of its enrollment compared with an average loss of 12.8 per cent for the other three classes. In 1943, however, Class B experienced a loss of enrollment similar to that of the other classes. The total percentage of decrease for both years was practically identical, 9.6 per cent of decrease in 1942 and 9.2 per cent of decrease in 1943.

Schools in Class A and D experienced the greatest decrease in enrollment of female students in 1942 and continued to even greater losses in 1943. This can probably be explained by the existence of a greater manpower shortage in the largest and smallest communities than in the middle-sized communities. Girls of high school age in large towns and cities have almost unlimited opportunities for employment as clerks, waitresses, and office girls, while girls in small communities are badly needed to assist their parents with farm and household duties. Classes B and C offer contrast in that enrollments in Class B decreased 6.6 per cent in 1942 and 2.1 per cent in 1943, while Class C decreased 2.2 per cent in 1942, and 8.7 per cent in 1943. The total loss for all classes is practically the same for both years, 6.6 per cent in 1942 and 7.1 per cent in 1943. The decrease in enrollment of girls during the two-year period is not as great as for boys. In 1943, 1182 fewer boys (17.9 per cent) were enrolled in the 116 schools than in 1941, while the enrollment

of girls dropped 928 (12.8 per cent) during the same period.

Statistics in the State Department of Public Instruction Office show that the enrollment of boys in the secondary schools of South Dakota dropped from 15,104 in 1942-43 to 13,425 in 1943-44, a loss of 11.1 per cent and the enrollment of girls in secondary schools dropped from 17,528 to 15,990 during the same period, a loss of 8.7 per cent.

According to the data presented in this section the writer concludes that boys of high school age were more affected by the war than were the girls. This conclusion is based upon the fact that a higher percentage of boys than girls dropped out of school before completing four years of secondary education.

Enrollment in Selected Subjects and Curriculum
Changes in South Dakota Schools from
October 15, 1941 to October 15, 1943

This phase of the study was designed for two purposes: first, to show the effects of the war upon the curriculum offered in South Dakota Secondary Schools as shown by the percentage of gain or loss in schools offering certain subjects, and, second, to indicate the subjects which appeared to be gaining popularity shown by percentage of gain or loss in enrollments in these subjects.

A summary of the tabulation of the data concerning curriculum changes in South Dakota Secondary Schools and trends in enrollment in certain selected subjects is given in Table IV. This table summarizes the data presented in Appendix D, Part I, "A Comparison of the Curriculum Changes Affecting Certain Subjects from 1941-42 to 1943-44 in South Dakota

Schools" and Part II "Student Enrollments in Certain Subjects from 1941-42 to 1943-44 in South Dakota Schools."

Table IV. Curriculum Changes and Enrollment Changes Affecting Selected Subjects from 1941-42 to 1943-44

Subject	Per cent of Change in Curriculum	Per cent of Change in Enrollment
Physical Education	+27.6	+22.8
Plane Geometry	+22.8	+ 5.7
Pre-Flight Aeronautics	+19.9	+ 2.6
Advanced Algebra	+14.3	+ 1.9
Physics	+14.3	+ 2.1
Typing	+12.4	+ 2.9
Solid Geometry	+ 7.7	+ 1.1
Home Economics	+ 4.7	+ 2.0
Chemistry	+ 2.8	+ .8
General Mathematics	+ 1.9	+ .8
Spanish	+ 1.9	+ .7
Industrial Arts	+ .9	+ .9
Latin	- 3.8	- .3
Agriculture	-12.5	- 2.5

Note: Percentage of Change in Curriculum indicates the percentage of increase or decrease in number of schools offering these subjects in 1943 compared with 1941.

Percentage of Change in Enrollment indicates the percentage of increase or decrease of students enrolled in these subjects in 1943 compared with 1941.

During the period from 1941-42 thru 1943-44, physical education was added to 27.6 per cent of the schools and 22.8 per cent more pupils were enrolled in physical education in

1943-44 than in 1941-42. Plane geometry and pre-flight aeronautics were added to 22.8 per cent and 19.9 per cent of the schools respectively during the same period. These subjects also registered considerable increases in enrollment. Advanced algebra and solid geometry were added to 14.3 per cent and 7.7 per cent of the schools respectively. Gains in student enrollment in these subjects were quite small probably because these subjects appeal mainly to the above average student. Typing was added to 12.4 per cent of the schools with an increase of almost 3 per cent in student enrollment.

Agriculture suffered a loss of 12.5 per cent in the number of schools offering the subject and consequently lost considerably in number of pupils enrolled. This loss was probably due largely to the fact that school administrators were unable to find or keep qualified teachers for this subject. Latin was the only other subject that registered a decrease in both curriculum changes and enrollment of pupils.

Subjects such as home economics, chemistry, Spanish, general mathematics, and industrial arts gained slightly in the percentage of schools offering these subjects and in the percentage of students enrolled.

In general, subjects dealing with mathematics, science and physical development, appeared to be the most popular with school administrators in an attempt to best fit the pupil for a career in a nation at war.

Summary

- (1) South Dakota elementary enrollment in town and city schools declined about 12 per cent from 1942 to 1943.
- (2) South Dakota secondary enrollment dropped about 8 per cent from 1942 to 1943. The nation's high schools lost 8 per cent in enrollment from 1941 to 1942. (See Chapter II, page 21).
- (3) The enrollment of boys in secondary schools in South Dakota is decreasing more rapidly than the enrollment of girls. For the state as a whole, based upon statistics from the State Department of Public Instruction, the loss in enrollment from 1942-43 to 1943-44 is 11.1 per cent for boys and 8.7 per cent for girls.
- (4) Courses in physical education, pre-flight aeronautics, physics, plane geometry and advanced algebra were added to the curriculum of a large number of secondary schools in South Dakota in 1943-44. Enrollment in these subjects correspondingly increased the same year. Enrollment in these subjects also increased throughout the nation's schools in 1941-42. (See Chapter II, page 21).

CHAPTER IV

EFFECTS ON TEACHER PERSONNEL

The lure of more profitable jobs in war industries and the demands of the armed forces have made serious inroads upon the number of qualified teachers in the nation since 1941. Many authorities writing on the national scene call attention to this developing crisis in education. In South Dakota, where teachers have long been laboring under an unfavorable economic status, these two forces have also caused a serious condition to develop.

In this chapter the writer presents the data concerning effects on teacher personnel in South Dakota as reported by the various school officials returning the questionnaire. These conditions covering the period from 1941 to 1943 are presented under four main headings: (1) changes in teacher personnel by grade level and by sex, (2) circumstances causing teachers to seek new teaching positions or to leave the teaching profession, (3) increases in the employment of married women teachers, and (4) efforts made by school administrators and boards of education to combat the growing teacher shortage. The last topic includes data concerning salary trends in South Dakota for the same period.

Changes in Teacher Personnel by
Grade Level and by Sex

The declining enrollments in South Dakota schools would naturally result in a decrease in the number of available teaching positions. From summary reports on file in the State Department of Public Instruction the writer found that

the number of teaching positions in South Dakota Secondary Schools had actually decreased 4.4 per cent from 1942-43 to 1943-44. Only when unfilled vacancies in school systems become numerous or the decrease in number of qualified teachers becomes significantly greater than the decrease in teaching positions is there any cause for alarm regarding a shortage of teachers. The data concerning the certification of teachers teaching in South Dakota during 1942-43 and 1943-44 presented in Chapter II, page 17, shows an actual decrease of 10.3 per cent in the number of teachers certified with regular secondary school certificates. In South Dakota the deficiency of qualified teachers has been counteracted by the issuance of emergency permits to persons unable to qualify for the regular certificates. The extent to which emergency permits were necessary during the two school terms of 1942-43 and 1943-44 is presented in Chapter II, page 18. These data show that approximately 6 per cent of all South Dakota high school teachers in 1943-44 were certified with emergency certificates by the State Superintendent.

In Table V the writer presents the data from the 116 South Dakota Schools concerning the changes in teacher personnel from 1941-42 to 1943-44. These two years were selected because in 1941-42 the schools were still operating under near normal conditions, while by 1943-44 the teacher shortage was being felt by practically all of the school systems in the state.

Table V. Changes in Teacher Personnel by Grade Level and Sex

Grade Level	Sex	Class.	1941-42	1943-44	Dif.	Per Cent Change
1-6	Women	A	103	86	-17	-16.7
		B	197	186	-11	-5.6
		C	114	112	-2	-1.7
		D	58	50	-8	-13.8
		Totals	472	434	-38	-8.1
7-8	Men	A	12	8	-4	-33.3
		B	31	11	-20	-64.5
		C	20	4	-16	-80.0
		D	8	1	-7	-87.5
		Totals	71	24	-37	-52.1
	Women	A	27	27	0	0.0
		B	43	55	+12	+28.0
		C	22	38	+16	+72.5
		D	24	32	+8	+33.3
		Totals	116	152	+36	+22.5
9-12	Men	A	63	53	-10	-15.9
		B	166	113	-47	-29.3
		C	102	63	-39	-38.2
		D	59	39	-20	-34.0
		Totals	384	268	-116	-30.2
	Women	A	89	87	-2	-2.3
		B	153	174	+21	+13.7
		C	88	105	+17	+19.3
		D	48	58	+10	+20.8
		Totals	378	424	+46	+12.2

Note: In 1941-42, five men were employed in grades 1-6, but in 1943-44 only one was employed.

The percentage loss in teachers in the elementary grades compares quite favorably with the percentage loss in elementary school enrollments for October 15, 1943 as shown in Chapter II, Table II, both for the individual groups of schools

and for all the schools together.

Group C is the least consistent in that 472 fewer pupils were enrolled in the grades in 1943 than in 1941 but only two less teachers were employed. This deviation may be explained because in schools of this size teachers are usually assigned to one or two grades each and a loss of 8 or 10 pupils per school would not materially change the number of teachers required. In the smaller schools, where general salary advances made it necessary to reduce the teaching force in order to keep expenditures under the maximum allowed by law, it was probably found more expedient to consolidate in the grades. In the larger schools teaching assignments in the grades are more flexible and teaching loads can be readily equalized.

The data concerning schools in Group A may not be a true representation for schools of this size because of the inclusion of the data from the Lead Public School. Conditions there were very abnormal as stated in Chapter III.

The data for the 6 upper grades indicates a decided trend in the replacement of men teachers by women. In grades 7-8 a loss of 37 men teachers was counteracted by a gain of 36 women teachers in the two year period. In 1941-42, 71 of the 187 teachers employed in grades 7-8, or about 38 per cent, were men. In 1943-44, of the 176 teachers employed in these grades, 24 or only 13.6 per cent were men. In high school the same conditions prevailed as in the grammar grades. In 1941-42, 50.5 per cent of the high school teachers were men but in 1943-44 only 38.7 per cent were men. These data show that much of the burden of educating the children of

South Dakota has been shifted to women because of the scarcity of men teachers due to the various conditions resulting from the war.

Circumstances Causing Teachers to Seek New Teaching Positions or to Leave the Teaching Profession

Many teachers, in an attempt to better their individual economic condition or secure better working conditions, sought new teaching positions or positions outside the teaching profession during the spring and summer of 1943. This caused approximately 2 out of every 5 teachers to be new to their positions in September of that year. Out of a total of 1366 teachers employed in the 116 schools included in this study, 586 did not return to the school system in which they were employed the year before. Approximately 39 per cent of those seeking new positions left the teaching profession to secure other types of work, take up housekeeping, or join the armed services.

Table VI gives the reasons which caused the 586 teachers to accept new positions in September of 1943.

Table VI. Circumstances Causing Teachers to Leave the Teaching Profession or to Seek New Teaching Positions During the Summer of 1943

Reason	No. of Men	% of Men	No. of Women	% of Women	Total	% of Total
Married	---	---	73	15.8	73	12.5
Other Business or Indus. Job	9	7.2	34	7.4	43	7.3
Entered Armed Forces	19	15.2	17	3.7	36	6.2
Entered Gov't Employ	8	6.4	20	4.4	28	4.8
War Industries Job	5	4.0	23	5.0	28	4.8
Retired, Died, Etc.	1	.8	12	2.6	13	2.2
Nurses Training or Red Cross	1	.8	6	1.3	7	1.2
Total Leaving the Profession	43	34.4	185	40.2	228	39.0
Better Teaching Jobs	51	40.8	210	45.5	261	44.5
Not Re-employed	31	24.8	66	14.3	97	16.5
Total Turnover	125	100.0	461	100.0	586	100.0

The total number of teachers employed in 1943-44 in the 116 schools was 62 less than the year before. These 62 teachers would be included in the 97 which were reported as not re-employed. The writer assumed that incompetence on the part of the teacher or unsatisfactory relations between the teacher and the administrators were the reasons why the other 35 teachers were not re-employed. The writer also assumed that this

group was not necessarily lost to the profession, but was employed in other school systems.

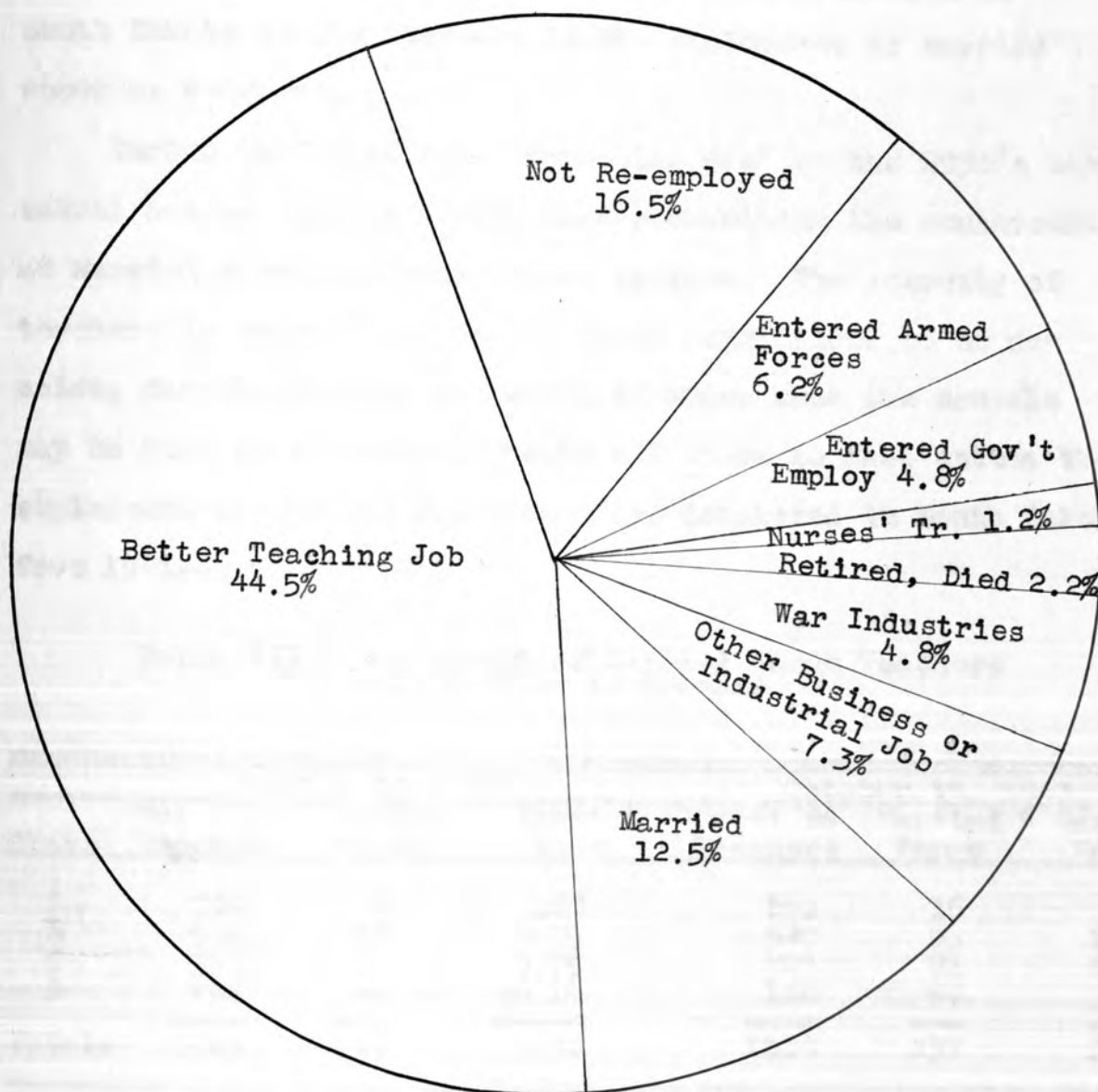
"A better teaching job" was given as the reason for leaving a school system by 261 teachers. This represents 44.5 per cent of the total turnover.

"Marriage" was given as a reason for leaving the profession by 73 women teachers. This was the largest single loss to the profession.

"Other business and industrial jobs" attracted 34 women teachers and 9 men teachers, while 17 women and 19 men entered the armed services.

Based upon the data obtained in this study the writer estimates that 16.7 per cent of the teachers employed in South Dakota in 1942-43 were lost to the profession in 1943-44.

Figure 1 illustrates the conditions on a percentage basis.



Note: Area inclosed in red indicates percentages of turnover resulting in a loss to the profession.

Figure 1. Percentage Distribution of Teacher Turnover in South Dakota which took place during the summer of 1943.

Employment of Married Women Teachers

An interesting effect of the war on the schools in South Dakota is the increase in the employment of married women as teachers.

During the so called "depression era" of the 1930's many school boards adopted regulations prohibiting the employment of married women in their school systems. The scarcity of teachers in general has caused these regulations to be set aside, for the present at least, in order that the schools may be kept in operation. Table VII shows to what extent the employment of married women teachers developed in South Dakota from 1941-42 to 1943-44.

Table VII. Employment of Married Women Teachers from 1941-42 to 1943-44

Class	October 15, 1941			October 15, 1943		
	Total No. Teachers	Married Women	% Married Women	Total No. Teachers	Married Women	% Married Women
A	294	2	.68	261	16	6.1
B	584	12	2.05	540	93	17.2
C	347	13	3.75	323	71	22.0
D	198	20	10.10	180	57	31.6
Totals	1423	47	3.30	1304	237	18.2

The data show that in 1943-44 almost every third teacher in the schools with a secondary school enrollment of less than 50 was a married woman. Every fifth teacher in the schools in Class B and C was a married woman. The percentage of married women employed in schools of this size increased about 8 times during the two-year period. About 5 times as many married women teachers were employed in the schools in 1943-44 as were in 1941-42. The actual percentage of married women teachers

increased about 6 times due to the decrease in number of teaching positions.

The writer does not wish to insinuate that the increase in the employment of married women teachers has decreased in any way the general efficiency of the educational program in South Dakota. These facts are merely brought out as a very significant effect of the war upon the schools in South Dakota.

Methods Used by School Administrators in South Dakota
to Combat the Teacher Shortage in 1943-44

The shortage of teachers became quite evident to boards of education during the spring and summer of 1943 as they attempted to employ the necessary personnel to operate their schools during the coming school year. Many methods were used to sustain the waning supply of teachers and fill all the necessary positions.

To obtain data concerning the methods used by school administrators to attract and hold teachers in their present positions and fill vacancies when they occurred, the writer included in the questionnaire a list of suggested plans and asked the administrators to indicate the number of teachers on their staffs that had been re-employed or obtained by each method. It is quite obvious that under the existing conditions one teacher might have been affected by two or three of the plans, and one school might use several of plans suggested. Thus these data are significant only in that they indicate the relative importance of each method in making the available teacher supply go as far as possible.

The data obtained by the questionnaire are given in Table VIII.

Table VIII. Methods Used by Boards of Education to Meet the Problem of Teacher Shortage During the Summer of 1943

Method	Class A	Class B	Class C	Class D	Total
Increasing Salaries	15	171	124	88	398
Reinstating Married Women	5	37	29	22	93
Hiring Teachers from Other Systems	12	46	15	16	89
Hiring Teachers from Rural Schools	2	21	22	19	64
Using Inexperienced Teachers	5	24	22	11	62
Replacing Men with Women	6	22	11	12	51
Increasing Teacher Load	1	13	15	10	39
Employing Out of State Teachers	14	17	2	4	37
Transferring Teachers to Other Fields	2	20	8	4	34
Recalling Retired Teachers	1	4	11	11	27
Discontinuing Courses	1	12	10	3	26
Obtaining Deferment of Men	---	6	4	1	11
Retaining Teachers Who Would Have Retired	---	---	3	8	11
Closing Schools	2	---	2	---	4
Using College Students	---	---	2	2	4
Alternating Courses	1	---	---	---	1
Number of Schools Reporting	7	34	41	34	116

"Increasing Salaries" was the most popular method used to keep school faculties intact. The second most popular method was "Reinstating Married Women." Schools in Class B were able to attract a comparatively larger number of teachers from other systems than were the schools in Class C and Class D. The latter two groups of schools hired teachers from rural systems more frequently than did the larger schools. "Replacing Men with Women" was the fifth most popular method and compares favorably with conclusions drawn by the writer in a former section of this chapter.

Several inexperienced teachers were employed in the schools in Class B. Before the war it was customary for beginning teachers to be employed in the smaller schools a year or so to gain experience before being able to obtain employment in the larger systems. The larger schools attracted a number of teachers from other states probably due to their ability to offer higher salaries and better working conditions.

These data offer evidence of the versatility and cooperation of the school administrators and teachers to make normal education available to the children of South Dakota.

Teachers' Salaries in South Dakota for 1943-44

"Increasing teachers' salaries" was the most popular method used by boards of education in South Dakota to keep a full staff of teachers in their school systems during 1943-44. This is born out by statistics compiled in the State Department of Public Instruction which listed the average salary of all teachers in South Dakota in 1941-42 at \$853.00 and the average salary of all teachers in South Dakota in 1943-44 at

\$1024.00. This shows an increase of about \$200 for the two-year period.

In this section the writer presents the data concerning the salaries paid to teachers who were employed for the first time in the school system in 1943-44. The salaries are compared on a basis of the certification of the teacher and the grade level in which the teacher was to work. These data indicate the trends in teachers' salaries and also the efforts made by school boards and administrators to make salaries attractive enough to keep qualified teachers from seeking employment in other fields.

In compiling these data the writer first grouped the teachers according to the grade level for which they were employed and then separated these groups on the basis of certification. The range of the salaries for each group is indicated by the maximum and minimum figures. The mean was determined by dividing the sum of the salaries for the group by the number of teachers involved. This process was followed for each of the four classes of schools. Thus it is possible to compare the salaries paid in a small school with those paid in a larger school for the same kind of work and level of certification. These data are presented in Appendix D.

Table IX is condensed from parts I & II of Appendix D and gives the mean salaries for teachers with high school general certificates employed as high school teachers or school superintendents. These teachers and superintendents were new to the school system in the fall of 1943.

Table IX. Mean Salaries for Teachers with High School General Certificates

Class of School	High School Teachers	Superintendents
A	1674	2425
B	1748	2425
C	1583	2200
D	1513	2150

These salaries are all considerably higher than the average salary for the state as a whole. Nineteen superintendents were new in the school systems included in this study. The mean salary of these superintendents increased with the size of the school but the difference in maximum and minimum salaries for the different sizes of schools was not very large. (See Appendix C, Part I).

At the high school level the mean salary generally increases with the size of the school and generally the mean salaries paid fully qualified teachers is higher than the mean salaries of high school teachers certified with State Certificates or Permits. The larger schools generally have a wider range of salaries and a higher mean salary. The data indicates that fully qualified high school teachers were more difficult to obtain than grade school teachers, especially for the smaller schools, because 22 teachers with permits and 10 teachers with State Certificates were hired out of a total of 217 new teachers. (See Appendix C, Parts I & II).

Table X is compiled from data in Appendix C, Parts III, IV, and V, and gives the mean salaries of teachers qualified by the State Certificate who were new to the school system in the fall of 1943.

Table X. Mean Salaries for Teachers with State Certificates

Class of Schools	Primary Grades	Intermediate Grades	Grammar Grades	High School
A	---	\$1195	---	---
B	\$1135	1161	\$1221	---
C	1108	1119	1122	\$1391
D	1114	1079	1132	1292

This table compares the mean salaries of teachers with State Certificates in the various levels of instruction. The data show that the mean salaries for grade teachers in all sizes of schools is about the same. The size of the school seems to affect grade teachers' salaries only in that the range is a little wider in the larger schools. Teachers with State Certificates teaching in high school are paid higher salaries than grade teachers but not as much as fully qualified high school teachers. All the mean salaries reported here are from \$50 to \$100 higher than the average salary for the state as a whole. Most of the schools included in this study were able to employ fully qualified teachers for the first 8 grades as only 10 teachers with Permits and 8 teachers with First Grade Certificates were reported employed out of a total of 261 new teachers. (See Appendix C, Part III, IV and V).

Table XI is condensed from parts III, IV, and V of Appendix C and gives data concerning the salaries paid teachers with Permits. This table also compares the mean salary for each grade level of instruction.

Table XI. Mean Salaries for Teachers with Permits

Class of Schools	Primary Grades	Intermediate Grades	Grammar Grades	High School
A	---	---	---	\$1900
B	---	---	\$1100	1583
C	\$1125	\$1108	---	1450
D	1058	1000	---	1475

Teachers with Permits teaching in the grades received a slightly lower mean salary than teachers with State Certificates. At the high school level in schools of Class D teachers with Permits also received a slightly lower mean salary than fully qualified high school teachers. Schools in Class C and B paid fully qualified teachers about \$150 per year more than they paid teachers with Permits. Class A schools reported only one teacher with a Permit employed and at a salary of \$1900 per year. This group also reported the employment of 27 fully qualified high school teachers at a salary ranging from \$1300 to \$2400 per year. The mean salary for this group of teachers was \$1674 per year. (See Appendix C, Part II).

In general it appears to the writer that boards of education and school administrators in South Dakota recognize the unfavorable economic position of South Dakota teachers and are attempting to adjust salaries upward so that they will compare more favorably with salaries paid employees of the government and industry.

Summary

- (1) The number of teaching positions in both the elementary schools and the secondary schools in South Dakota is decreasing at the rate of about 4 per cent per year.
- (2) The number of men teachers in South Dakota elementary schools including grades 7 and 8 decreased sharply from 1941-42 to 1943-44. Loss in men teachers was counteracted by a definite gain in number of women teachers.
- (3) The number of men teachers in South Dakota secondary schools decreased about 30 per cent from 1941-42 to 1943-44 and was counteracted by a gain of 12 per cent in number of women teachers.
- (4) Unrest among teachers during the summer of 1943 resulted in a teacher turnover of about 40 per cent for that year.
- (5) About 16.7 per cent of all South Dakota teachers in 1942-43 left the teaching profession before the beginning of the school year in 1943-44. The largest percentage of these left because of marriage. Only a small percentage actually joined the armed services.
- (6) The percentage of married women employed as teachers in South Dakota increased from about 3 per cent in 1941-42 to over 18 per cent in 1943-44.
- (7) Increasing teachers' salaries was the most popular method of keeping school faculties intact during 1943-44. Reinstating married women and the employment of teachers qualified with emergency certificates by the State Department of Public Instruction helped relieve the teacher shortage.

- (8) The average salary for teachers in South Dakota has increased about \$100 per year since 1941-42. Salaries paid fully qualified teachers in town and city school systems is above the average salary for the state as a whole.

CHAPTER V

THE FINANCIAL CONDITION OF TOWN AND CITY
SCHOOL DISTRICTS IN SOUTH DAKOTA

In this chapter the writer presents the data concerning the financial condition of the school districts in South Dakota based upon the assessed valuation, bonded indebtedness and warrant indebtedness reported by the 116 South Dakota Schools, for the period from 1941 thru 1943. The writer believes that these three items give a fairly accurate picture of the financial condition of a district and that a tabulation of these items from a representative number of school districts will give a picture of the overall financial conditions of the school districts in South Dakota.

Conditions Indicated by the Assessed Valuation
of the School Districts

The assessed valuation of a school district is an important factor in the financial set up of South Dakota schools. The major portion of the money required to operate the school system is derived from levying a tax upon the material resources of the school district. In 1943-44 the amount raised locally, including district tax and county receipts, was 78.8 per cent of the slightly over 15½ million dollars required to operate all the elementary and secondary schools in South Dakota.* The maximum mill levy for the operation of a school system is controlled by law and thus a decrease in

*From summary statistics on file in the South Dakota Department of Public Instruction and computed by Douglas Chittick, Deputy State Superintendent.

assessed valuation may cause a rather drastic curtailment in the educational program if the mill levy has reached the legal limit.

Table XII gives the data concerning the trends in the assessed valuation of the 116 school districts included in this study.

Table XII. Assessed Valuation of 116 South Dakota School Districts from 1941 thru 1943

Class.	No. of Schools	1941	1942	1943
A	7	\$ 40,148,013	\$ 41,030,515	\$ 40,145,275
B	34	40,116,668	40,828,238	41,062,733
C	41	23,581,246	23,751,958	23,874,265
D	34	12,819,343	12,845,587	12,967,274
Totals	116	\$116,665,270	\$118,456,298	\$118,049,547

The data in Table XII indicates a total increase of \$1,384,277 in assessed valuation from 1941 thru 1943. This represents approximately a one per cent increase for the two-year period. The total assessed valuation recorded for 1943 is \$406,751 less than the total given for 1942. This variation in the general upward trend is due mainly to the values reported by the schools in Group A. They show an increase in assessed valuation from 1941 to 1942 but this was due mainly to one school which reported an increase of over \$800,000 for 1942 over the value given for 1941. Of the six other schools in this group three reported a slight increase, two reported a slight decrease and one reported no change in assessed valuation for 1942 in comparison with 1941. For 1943 two schools reported an increase, three reported a decrease

and two reported no change in assessed valuation for 1943 in comparison with 1942. Taken over the two-year period two schools in this group reported a small gain for each year, and two reported a small loss for each year. Thus a definite trend is difficult to point out for Group A because of the small number of schools and the considerable variation shown.

The total assessed valuation in 1943 for all four groups is affected considerably by the total for schools in Group A. The 1943 totals for the other three groups all show an increase over their totals for 1942. The loss reported by the schools in Group A for 1943 is great enough to cause the grand total for 1943 to be less than the grand total for 1942.

Based upon the data shown in Table XII and upon the explanation given above the writer concludes that there is a slight trend towards an increase in the assessed valuation for the school districts of South Dakota. This general increase may be caused by the increase in value of personal property, mainly livestock, owned by farmers living in the school district or by a necessary upward revision of the tax lists of the districts in order that the increased expenses may be met. Both of these reasons are a direct result of the effects of the war.

Conditions Indicated by the Bonded Indebtedness of the School Districts

Bonded indebtedness is incurred by a school district when a new building is erected or when extensive improvements or additions are made to the existing plant. The expense of such improvements or additions is usually met by a bond issue

upon the consent of the voters of the district. Money to pay off the bonds when they mature is derived from a special levy upon the assessed valuation of the district.

Table XIII gives the number and the percentage of the schools reporting for this study which carry a bonded debt.

Table XIII. Number and Percentages of Schools Reporting a Bonded Debt in 1943

Class.	Total Reporting	Reporting Bonded Debt	% Reporting Bonded Debt
A	7	7	100.0
B	34	20	58.8
C	41	15	36.6
D	34	6	17.6
Totals	116	48	41.4

Table XIII indicates that only a small percentage of the schools in Class D have a bonded debt while all the schools in Class A have one. A bonded debt is found in about one-third of the schools in Class C and slightly over one-half of the schools in Class B. This condition is about what would be expected. The smaller schools for the most part completed their original building program from 20 to 30 years ago and have in the meantime paid off the original bonds. The original buildings in some of the larger towns of Class C and B were probably inadequate to accommodate the increased enrollments during the early 1930's and additions to the existing plant were found necessary, thus creating a bonded debt. The Class A schools must add elementary and junior high schools to keep pace with the expansion of the city, thus a bonded debt is common to all of them.

When a school district incurs a bonded debt a certain rate of retirement is established. If a school district can satisfactorily meet its bond payments year after year as they come due it indicates that its financial planning was well done. The rate at which the schools reporting a bonded debt are retiring this debt is indicated in Table XIV.

Table XIV. Decrease in the Bonded Indebtedness of School Districts from 1941 thru 1943

Class.	1941		1942		1943	
	No. of Schools	Bonded Debt	No. of Schools	Bonded Debt	No. of Schools	Bonded Debt
A	7	\$ 752,050	7	\$ 666,250	7	\$ 603,950
B	22	780,000	21	695,000	20	506,000
C	16	402,500	15	343,000	15	286,000
D	6	146,000	6	135,500	6	125,000
Totals	51	\$2,080,550	49	\$1,839,750	48	\$1,521,450

In 1941 fifty-one school districts or about 44 per cent of the 116 school districts included in this study had a bonded indebtedness. These fifty-one school districts reported a total bonded indebtedness of slightly over 2 million dollars or about \$41,000 per school. By 1943 the number was reduced to 48 school districts or about 41.5 per cent of the 116 schools reporting for this study and the total bonded indebtedness had been reduced to about 1½ million dollars or about \$32,000 per school. This indicates that the school districts were able to meet their bond payments satisfactorily during the period covered by this study.

Table XV was devised to show the average rate of retiring bonded indebtedness by each class of school. The amount paid

on bonds during the school year of 1942-43 for each size of district was obtained by subtracting the bonded debt reported for 1943 from the bonded debt reported for 1942 as given in Table XIV. The average per school was obtained by dividing the total reduction for each size school district by the number reporting.

Table XV. Average Yearly Reduction in Bonded Indebtedness

Class	No. of Schools	Decrease During 1942-43	Average Per School District
A	7	\$62,300	\$8,900
B*	20	93,000	4,150
C	15	57,000	3,800
D	6	10,500	1,750

*One school in this Group retired \$96,000 worth of bonds during this period thus the values are given for the 20 other schools for a more accurate comparison.

The average rate of reduction in bonded indebtedness for the school districts in South Dakota based upon the data received via the questionnaire ranges from \$1,750 per year by the school districts of Class D to \$8,900 by the largest city school districts in Class A. School districts in Class C retire an average of \$3,800 of bonded indebtedness per year or slightly over twice as much as the Class D school districts. Two sets of values were necessary to show a true picture of the school districts in Class B. Table XIV shows that the bonded indebtedness of Class B school districts was decreased from \$695,000 in 1942 to \$506,000 in 1943. This reduction of \$189,000 was due largely to the efforts of one school district which retired a bond issue of \$96,000. The

other 20 school districts retired a total of \$93,000 or an average of \$4,150 per school as shown in Table XV. In summarizing these data the writer wishes to point out that only a relatively few small school districts have a bonded indebtedness. The per cent of the school districts having a bonded indebtedness increases directly with the size of the school. The larger schools (group A) all report a bonded debt.

The rate at which the bonded indebtedness is being retired by all sizes of school systems indicates that the average school district in South Dakota is following a well planned bond retirement program.

Conditions Indicated by the Warrant Indebtedness of the School Districts

The warrant indebtedness of a school district operating within a well planned budget is usually of small consequence as registered warrants are issued only when receipts from the county treasurer do not coincide with the expenditures of the district. In this case the outstanding warrants are all called in before the end of the fiscal year. Occasionally an emergency expenditure is required which was not provided for in the budget and thus a warrant indebtedness may be carried over until the next year. In a few cases the receipts from local taxation and other sources are not sufficient to carry on the planned educational program and a warrant indebtedness is incurred. This latter case is a more serious matter and may develop into a rather difficult problem. The additional expenses due to the effects of the war may tend to develop such a condition in many school districts

unless the school officials are quick to adjust the educational program to the income of the school district.

The trends in warrant indebtedness in South Dakota as indicated by the data submitted from the 116 schools is given in Table XVI.

Table XVI. Warrant Indebtedness of School Districts from 1941 thru 1943

Class.	1941		1942		1943	
	No. of Schools	Warrant Debt	No. of Schools	Warrant Debt	No. of Schools	Warrant Debt
A	2	\$ 22,010	2	\$ 14,565	2	\$ 10,107
B	6	47,858	4	41,768	4	37,149
C	5	59,514	4	41,935	5	37,388
D	3	52,824	3	53,183	3	55,433
Totals	16	\$182,206	13	\$151,431	14	\$140,077

The general picture of warrant indebtedness is quite satisfactory in that less than 14 per cent of the 116 schools reported a warrant indebtedness in 1941 and less than 12.5 per cent in 1943. The total warrant indebtedness was also reduced about \$40,000 during the two-year period.

Warrant indebtedness tends to decrease with the size of the school but the per cent reporting a warrant indebtedness for each class is about the same. Class D is the only one in which the warrant indebtedness tends to increase and this can be explained by the condition of one school in this class which reported a warrant indebtedness of more than 80 per cent of the total listed for this class.

The writer therefore concludes that the warrant indebtedness of the average school district in South Dakota is not serious except in a few isolated cases.

Summary

- (1) The assessed valuation of school districts in South Dakota tended to increase slightly from 1941 thru 1943. The writer found the average increase to be about one per cent for the two-year period.
- (2) The percentage of school districts having a bonded debt increases with the size of the school. Less than 20 per cent of the school districts in Class D had a bonded debt. Only 41.4 per cent of all the schools reporting for this study had a bonded debt in 1943.
- (3) The rate at which the bonded debt is being retired indicates that the school districts are able to meet their bond payments as scheduled.
- (4) The percentage of school districts reporting a warrant indebtedness decreased from about 14 per cent in 1941 to about 12.5 per cent in 1943. The total reduction in outstanding warrants was about \$40,000 for the two-year period. School districts in Class D showed a slight increase in warrant indebtedness each year but the three other classes all showed a decrease.
- (5) Judging from the data presented in this chapter the writer concludes that the school districts in South Dakota were successfully meeting the increased expenditures due to the war up to July 1, 1943.

CHAPTER VI

OTHER NOTICEABLE EFFECTS

In this chapter the writer presents effects and trends which are of minor importance but still are significant enough to be included in this study. The subjects discussed in this chapter are (1) Physical Education During 1943-44 in South Dakota School Systems: (2) Shortages of Supplies and Equipment, (3) Changes in Length of the School Year, and (4) Pursuits of the Secondary School Graduation Class of 1943.

Physical Education in South Dakota Schools

A better physical education program in high school was one of the first projects encouraged by Army and Navy personnel in the current war period. They realized that a well developed physique was necessary for the young inductee to successfully complete his training and give a good account of himself in combat duty. With the inauguration of women's branches in the service came a demand for young women with athletic ability and training. High School administrators were asked to cooperate by increasing the amount of physical education offered in their school systems and make it available to every student.

To obtain information regarding the emphasis to be placed upon physical education during the school year of 1943-44 the writer asked the school administrators to indicate this emphasis by a comparison with the emphasis placed upon physical education for both boys and girls the year before. These data are given in Tables XVII and XVIII.

Table XVII presents the data concerning the emphasis to be placed upon physical education for boys during 1943-44 as compared with 1942-43.

Table XVII. Emphasis to Be Placed on Boys Physical Education During 1943-44 Compared with 1942-43.

Class	More	Same	Less	Total Reporting
A	4	3	0	7
B	13	19	1	33
C	17	19	3	49
D	17	16	0	33
Totals	51	57	4	112

Out of the 112 school systems reporting on this item 51 or 45.5 per cent indicated that they planned to place more emphasis on physical education during 1943-44 than the preceding year, while only 4 schools planned to decrease their physical education program. It is quite possible that a number of the school systems which reported that they intended to follow the same program as the preceding year had already stepped up their physical education program to meet war-time demands.

Table XVIII presents the data concerning the emphasis to be placed upon physical education for girls during 1943-44 as compared with the preceding year.

Table XVIII. Emphasis to be Placed on Girls Physical Education During 1943-44 Compared with 1942-43

Class	More	Same	Less	Total Reporting
A	4	3	0	7
B	8	21	3	32
C	14	20	3	37
D	16	15	2	33
Totals	42	59	8	109

Out of the 109 school systems reporting, 42 or 38.5 per cent reported that they planned to increase their physical education program for girls. Only 8 or less than 8 per cent planned to decrease their program. Here again it is possible that a number of the schools listing the same emphasis as the preceding year had already increased their program.

While these data are only relative and subjective in nature, it is evident that a large percentage of the school administrators in South Dakota recognize the importance of a good physical education program for both boys and girls. The increased enrollment in physical education (see Chapter III, Table IV) indicates that an increasing number of students are taking advantage of the added emphasis placed upon this phase of secondary education.

The increased emphasis on physical education fostered by the war is further borne out by the data returned via the questionnaire from 103 South Dakota Schools concerning an obstacle course as a part of their physical education equipment.

Out of the 103 schools reporting on this question 14 per cent reported that one had already been constructed and ready

for use, 8 per cent reported that one was to be built during the year (1943-44), and 19 per cent indicated that one had been considered, but plans were not yet definite.

Based upon the above data the writer concludes that there is a definite trend towards increasing the physical education program in the schools of South Dakota.

Shortages of Supplies and Equipment

By September of 1943 many civilian goods were no longer available without a high priority rating and some delay was experienced even then. By virtue of an OPA ruling schools enjoyed a high priority rating and could thus obtain some materials that were not on the civilian market. The writer asked school administrators to report items that they found difficult to obtain and to indicate how this would affect instruction in their school system.

Only 5 of the 116 schools returning the questionnaire reported that instruction would be materially hampered by lack of instructional materials and they listed materials for industrial arts, science equipment and supplies, and stoves and sewing machines for home economics, as the materials they were unable to obtain.

Thus to the extent revealed by responses from school administrators shortages of instructional materials did not materially affect instruction in the school systems of South Dakota through the school year of 1943-44.

Variations in Opening and Closing Dates of the School Year in 1943-44 in South Dakota Schools

The traditional opening date for the school year in South Dakota is the first Monday in September and, for a term of 9 months, and the traditional closing date is during the last week in May. This allows for about 3 weeks of vacation time during the school year and still meets the 170 day minimum term required for accreditation by the State Department of Public Instruction.

The shortage of farm laborers in South Dakota during 1943-44 put increased demands upon the time of almost every farm youngster attending secondary school. Traditional vacation periods did not often correspond to the busy periods on the farm. Thus demands were made upon school administrators to arrange school terms to better fit the farm schedule.

A tabulation of the responses to the questionnaire indicated that only about 54 per cent of the schools began their school term in 1943-44 on the traditional date. About 16 per cent opened school one week earlier, 24 per cent opened school one week later and the remaining 6 per cent opened school two weeks later.

"Omitting or shortening vacations" was cited by about 20 per cent of the schools as a means of decreasing the time required for the school term. About 10 per cent lengthened the school day to 7 hours so that an extra day could be counted each week of 5 days. Another 10 per cent operated 6 days per week during certain months.

Two schools reported that the school term had been shortened by one week but only four reported an estimated

term of less than 170 days. About 63 per cent of the schools reported an estimated term for 1943-44 of 175-180 days and 33 per cent reported an estimated term of 170-174 days.

The closing dates for the 1943-44 school term were reported (on a percentage basis) as follows: the first week in May, 7 per cent; the second week in May, 15 per cent; the third week in May, 37 per cent; the fourth week in May, 36 per cent; the first week in June, 5 per cent.

These data indicate that about 30 per cent of the schools opened the school term for 1943-44 one week or more later than normal and 60 per cent closed one week or more earlier. This deviation was no doubt encouraged by the increased demand for young people of high school age to assist in farming and commercial enterprises.

The most important point disclosed by this material, it seemed to the writer, was the fact that practically all of the schools were kept open the full number of days recommended by the state department. This was done despite the pressure brought to bear upon school administrators to shorten school terms so that students would be available for local employment. Thus the students were provided with the same amount of time for their education during 1943-44 as in any normal year.

The Effects of the War Upon the High School Graduating Class of 1943 in South Dakota

The war exerted considerable influence upon the vocations accepted or chosen by the young men and women graduating from secondary schools in 1943. The writer felt that a brief study of the activities of these young people a few

months after graduation would be of interest to many professional school people. To obtain data for this study the writer requested information concerning the vocations of the 1943 graduates. This information was obtained from 114 schools in South Dakota and covered the activities of 1231 boys and 1398 girls from the 1943 graduating classes. The vocations chosen by or thrust upon these young people were divided into four major classifications, namely: (1) gainful occupations, (2) military service or military educational programs, (3) continuation of their education in trade schools or colleges and (4) miscellaneous activities. Table XIX gives the number and per cent of both boys and girls whose vocations were included in the above classification.

Table XIX. Summary of Vocations Accepted by the 1943 Graduates of 114 High Schools in South Dakota

Vocation	Boys	% Boys	Girls	% Girls
Gainful Occupations	534	43.5	377	26.9
Military Service or Education	446	36.2	7	.5
Trade Schools and Colleges	103	8.3	548	39.1
Miscellaneous	148	12.0	466	33.5
Totals	1231	100.0	1398	100.0

About 8 per cent of the boys and 39 per cent of the girls continued their education in colleges or trade schools. Over one-third of the boys had joined the armed services when the questionnaire was returned (October 1943) and doubtless many

more were called later. About 43.5 per cent of the boys and 26.9 per cent of the girls were employed in gainful occupations while the remaining 12.0 per cent of boys and 33.5 per cent of the girls were at home or their activities unknown to those returning the report.

Tables XXa, XXb, XXc and XXd give a more detailed analysis of the activities of the boys and girls listed in each of the 4 classifications given in Table XIX. The base for the percentages listed in these tables is the total number of boy graduates and girl graduates in Table XIX.

Table XXa. Graduates of 1943 in Gainful Occupations

Occupation	Boys	% Boys	Girls	% Girls
Farming	441	36.0	35	2.5
Trades	93	7.5	273	19.5
Teaching (rural)	0	0.0	46	3.3
Office Work	0	0.0	19	1.3
Defense Plants	0	0.0	4	.3

Farming was by far the most popular vocation among the boys in this classification as about 36 per cent were engaged in this occupation. The percentage here was undoubtedly larger than normal because of the demand for farm laborers and the deferment from military service of farm workers.

Forty-six girls attended summer sessions in teacher training schools and by passing the state examination received Second Grade Certificates enabling them to teach in rural areas. According to records in the Department of Cer-

Certification in the State Department of Public Instruction approximately 500 prospective teachers took the examination leading to the Second Grade Certificate in the summer of 1943. Many of these applicants were young women who had completed their high school training by the close of the 1942-43 school year. According to the data returned by the school administrators the 273 girls and the 93 boys listed under trades represent full time employment in cafes, stores, shops, etc.

Table XXb. Graduates of 1943 in Military Service and Educational Programs

	Boys	% Boys	Girls	% Girls
Direct Military Service	377	30.6	7	.5
Military Educational Programs (V-5, V-12, etc.)	69	5.6	6	0.0

Direct military service called 30.6 per cent of the boys graduating in 1943 and another 5.6 per cent were accepted in military educational programs. Thus in less than five months after graduation more than one-third of all the boys were directly or indirectly in the military service. Only 7 girls had joined the women's branches of the service at this time.

Table XXc. Graduates of 1943 Enrolled in Trade Schools and Colleges

School or Trade	Boys	% Boys	Girls	% Girls
S. D. Denominational Colleges	30	2.4	76	5.5
S. D. State College	23	1.9	51	3.6
S. D. Teachers' Colleges	15	1.2	122	8.7
University of S. D.	7	.5	26	1.9
S. D. School of Mines	5	.4	3	.2
Commercial Schools	2	.2	84	6.0
Nurses' Training	1	.1	111	7.9
Beauty Culture	0	0.0	19	1.3
Out of State Institutions	20	1.6	56	4.0

The teaching profession seemed to be most appealing to the girls who planned to continue their education. About 8.7 per cent of the girls enrolled in teacher training institutions and an additional 11 per cent enrolled in South Dakota Colleges which offer teacher training courses. Nurses training was second in the number among the girls, and commercial training was third.

Denominational colleges were the most popular among the boys with South Dakota State College and out of state institutions ranking second and third respectively. Only fifteen boys enrolled in South Dakota teachers' colleges which adds emphasis to the shortage of men teachers in the future.

Table XXd. Graduates of 1943 in Miscellaneous Activities

Activity	Boys	% Boys	Girls	% Girls
At Home	107	8.7	279	20.0
Married	0	0.0	13	1.0
Unknown	41	3.3	174	12.5

About 8.7 per cent of the boys and 20 per cent of the girls were still at home when these data were compiled. A number of the boys were no doubt waiting for calls from the various branches of the armed services and were engaged in only temporary occupations or were assisting with duties about the home. The girls listed here were probably needed at home or were unable to obtain satisfactory employment elsewhere.

Thus from a study of the activities of the graduating classes of 1943 about five months after their graduation the writer presents the effects of the war upon the high school graduates of South Dakota as it concerns their vocation. This study shows that over two thirds of the boys were about equally divided between military service and farming within a short time after graduation. About 40 per cent of the girls continued their education in trade schools or colleges and about 27 per cent sought immediate employment in gainful occupations.

Summary

- (1) Physical education for both boys and girls was to receive increased emphasis in the educational program of over 40 per cent of the schools included in this study.
- (2) A shortage of equipment and supplies serious enough to hamper instruction was reported by less than 5 per cent of the schools. These shortages were mainly in supplies needed for science, industrial arts and home economics.
- (3) School administrators cooperated with the community by adjusting the 1943-44 school term so that students could be available to help relieve the local labor shortage. Most of the school administrators planned to maintain the length of the school term recommended by the state department. Only 4 schools reported an estimated school term of less than 170 days. About 63 per cent reported an estimated term for 1943-44 of from 175 to 180 days.
- (4) The war had an immediate effect upon many of the young people graduating from high school in 1943. About one third of the boys were inducted into the armed forces within five months after graduation. About 36 per cent of the boys found employment on farms. Only 8 per cent were able to continue their education in college. Almost 40 per cent of the girls graduating in 1943 continued their education in college or trade schools. Teaching and nursing appeared to be the two favored professions by this group. About 20 per cent were employed in local business places and 2.5 per cent had qualified for rural teaching positions when this survey was made.

CHAPTER VII

GENERAL SUMMARY OF THE EFFECTS OF THE WAR UPON
THE SCHOOL SYSTEMS OF SOUTH DAKOTA

It is the writer's purpose to present in this final chapter a general summary of the summaries of Chapter III, IV, V, and VI which will appear as Part I of the Chapter. This general summary will be followed by conclusions in which the writer restates the paramount points brought out in this study. The conclusions will appear as Part II. Part III follows, in which the writer presents a resume of a discussion held with Mr. M. J. Emerson, Supervisor of Secondary Education concerning the continuation of the effects brought out in this study thru the school year of 1944-45.

Part I. General Summary

The study revealed the following points:

Pupil Personnel and Subject Enrollments

- (1) Elementary enrollment in town and city schools decreased about 12 per cent in South Dakota from 1942-43 thru 1943-44.
- (2) The enrollment of boys in secondary schools in South Dakota decreased 11.1 per cent and the enrollment of girls decreased 8.7 per cent from 1942-43 thru 1943-44.
- (3) Physical education and plane geometry were added to the curriculum of 27.6 per cent and 22.8 per cent respectively of the 116 South Dakota schools from 1941-42 thru 1943-44. Enrollments in physical education increased 22.8 per cent and enrollments in plane geometry increased 5.7 per cent during the same period. Other subjects

which were added to the curriculum of more than 10 per cent of the 116 South Dakota schools included: pre-flight aeronautics, 19.9 per cent; advanced algebra, 14.3 per cent; physics, 14.3 per cent and typing, 12.4 per cent.

Teacher Personnel

- (1) The number of teaching positions in both elementary and secondary schools in South Dakota is decreasing at the rate of about 4 per cent per year.
- (2) The number of men teachers decreased about 30 per cent in the 116 South Dakota schools from 1941-42 thru 1943-44. The number of women teachers increased about 12 per cent during the same period.
- (3) The percentage of married women employed as teachers in South Dakota increased from about 3 per cent in 1941-42 to over 18 per cent in 1943-44.
- (4) Teacher turnover during the summer of 1943 affected about 40 per cent of the teachers in South Dakota. About 16.7 per cent of teachers employed in South Dakota in 1942-43 left the profession at the end of that school year.
- (5) Increasing teachers' salaries was the most popular method of keeping school faculties intact during 1943-44. The average salary for teachers in South Dakota increased about \$100 per year from 1941-42 thru 1943-44.
- (6) Reinstating married women and granting emergency certificates by the State Department of Public Instruction helped to relieve the teacher shortage in South Dakota.

Financial Condition of South Dakota School Districts

- (1) The assessed valuation of the school districts in South Dakota increased slightly from 1941-42 thru 1943-44. This increase appeared to be about one-half of one per cent per year.
- (2) Only 41.4 per cent of the 116 schools reported bonded indebtedness in 1943. Bonded indebtedness increased with the size of the school system. Less than 20 per cent of the schools with high school enrollments under 50 reported bonded indebtedness.
- (3) The number of school districts reporting a warrant indebtedness decreased from 14 per cent in 1941 to 12.5 per cent in 1943. The smaller schools reported a slight increase in value of outstanding warrants.
- (4) South Dakota school districts appeared to be successfully meeting the increased expenses caused by the war up to July 1, 1943.

Other Noticeable Effects

- (1) The physical education program for both boys and girls was stepped up in over 40 per cent of the schools reporting for this study.
- (2) Shortages of equipment and supplies were reported serious in only 5 per cent of the schools. Most shortages appeared to be in equipment for home economics, science and industrial arts courses.
- (3) The length of the school term remained the same as in normal times in most school systems despite the demand

for high school students to help relieve the shortage of laborers. School administrators made some adjustments in vacation periods and opening and closing dates to fit in with the demands of the community upon the time of high school students.

- (4) The effects of the war were very pronounced upon high school graduates during this period. School administrators reported that about one third of the boys were inducted into the armed services within five months after graduation, and about 36 per cent found employment on farms during the same period. Only 8 per cent were able to continue their education in college. About 40 per cent of the girls continued their education in college or trade schools and 20 per cent found employment in local business places.

Part II. Conclusions

At the beginning of this study the writer set up nine objectives. It is his purpose to present here certain conclusions drawn from the data presented in the preceding chapters. These conclusions pertain only to the town and city school systems in South Dakota for the period from 1941-42 thru 1943-44.

- (1) Elementary and secondary school enrollments decreased during the war period.
- (2) The enrollment of high school boys decreased more rapidly than the enrollment of high school girls.
- (3) Many secondary schools revised their curriculums to include more courses in mathematics and the sciences. Student enrollments in these subjects correspondingly

- increased. Physical education for both boys and girls received increased emphasis in many school systems.
- (4) The decrease in school enrollments caused a corresponding decrease in the number of teaching positions.
 - (5) Although the number of teaching positions decreased, the number of fully certified teachers decreased over four times as rapidly. This condition caused an acute shortage of teachers to develop within the state.
 - (6) "Marriage" was found to be the major reason given by women teachers for leaving the teaching profession. The armed forces claimed the greatest percentage of the men teachers who left the profession.
 - (7) "Increasing salaries" and "Reinstating married women" were found to be the two most popular methods used by school administrators to combat the teacher shortage.
 - (8) The average salary for all teachers in South Dakota increased about \$100 per year from 1941-42 thru 1943-44.
 - (9) The percentage of married women teachers increased about 6 times in South Dakota town and city schools from 1941-42 thru 1943-44.
 - (10) Almost 9 times as many high school teachers certified by State Permits were used in 1943-44 than in 1942-43.
 - (11) Town and city school districts were generally in a satisfactory financial condition up to July 1, 1943.

Part III. The Effects of the War Upon the Schools
During 1944-45 in South Dakota

The data for this study were received by the writer on or about October 15, 1943 from the various school administrators. Because of the passing of another school year before the study was completed, the writer felt an effort should be made to include some material concerning the school year of 1944-45. Since it was not practicable to get data directly from the schools the writer prevailed upon Mr. M. J. Emerson, Supervisor of Secondary Education for comments and opinions concerning the continuation of certain effects of the War upon the schools thru the school term of 1944-45. This conference took place during the late summer of 1945. In this section the writer presents these comments and opinions in order to make the study more complete.

- (1) The enrollment in secondary schools decreased only slightly from the 1943-44 figure.
- (2) Curriculum changes in secondary schools leveled off as the hysteria of the first months of the war and the demand for inauguration of pre-induction courses receded.
- (3) Although enrollments are still declining slightly the point is rapidly being reached where it will be almost impossible to reduce further the number of teachers required for the secondary schools of South Dakota. Most schools have already curtailed their educational program so as to eliminate one or more teachers and further reduction of the staff is impossible if the school is to exist.

- (4) The number of married women teachers continued to increase during 1944-45. School administrators are finding it more difficult to induce former teachers to take the necessary college work to reinstate their certificates.
- (5) Teachers with emergency permits increased approximately 33 per cent during 1944-45 over the number employed in 1943-44.
- (6) Salaries for teachers continued upward although increases were probably not as large in most cases as for the preceding year.
- (7) The assessed valuation of the school districts increased slightly although local assessors and boards of equalization appear reluctant to promote any marked increase. Bonded indebtedness was decreased about the same as the preceding year but warrant indebtedness tended to increase as the increased costs of operation forged ahead of district receipts.

BIBLIOGRAPHY

- Du Shane, Donald, "Teachers' Salaries and Living Costs," South Dakota Education Association Journal, Volume XIX, March 1944.
- _____, "The Continuing Crisis in Education," Summary of National Outlook for 1943-44, reprinted from a Bulletin issued on December 1, 1943, by Research Division of the National Education Association, South Dakota Education Association Journal, Volume XIX, January 1944.
- Foster, Emory M. and Frazier, Benjamin W., "Some Early Effects of the War Upon Public Schools," Circular No. 218, Federal Security Agency, U. S. Office of Education, Washington, D. C., July 1943.
- Hines, J. F., "Educational Data for South Dakota Schools," May 18, 1944.
- Kramer, Dr. J. Howard, "The Married Woman Teacher After the War," South Dakota Education Association Journal, Volume XIX, April 1944.
- Nissen, S. B., and Mosby, H. G., "Teacher Turnover and Average Salary, 1941-44," South Dakota Education Association Journal, Volume XIX, April 1944.
- Parker, Dr. J. Cecil, "Wartime Stake of Teachers in Price Control," South Dakota Education Association Journal, Volume XIX, November 1943.
- _____, "Salary Adjustments in Large Cities," (News Item) National Education Association Journal, Volume XXXIII, February 1944.

APPENDICES

DEPARTMENT OF PUBLIC INSTRUCTION
J. F. Hines, State Superintendent
Pierre, South Dakota

RECEIVED

PIERRE, S. DAK.

August 19, 1943

OCT 15 1943

DEPARTMENT OF

PUBLIC INSTRUCTION

Superintendent or Principal:

Herewith is a questionnaire prepared by Mr. James C. Schooler, science teacher at Pierre High School. While it is true that the returns of this questionnaire will form the basis of his thesis for the Master's degree, the Department of Public Instruction is quite anxious to have a study made along these lines.

Mr. Schooler, through this office, will make the findings available to schools of the state and it is our hope that you will return it with the Preliminary Report.

Very sincerely yours,


R. D. Falk

State High School Supervisor

Pierre, South Dakota
August 20, 1943

Superintendent of Schools

This questionnaire is presented to you in order to determine some of the effects of the war upon the secondary schools of South Dakota. The data to be used to supply the material for a Master's Thesis under the direction of Dr. R. Wiseman, Educational Department Head, South Dakota State College, and R. D. Falk, Supervisor of Secondary Education, State Department of Public Instruction.

Please fill in the requested information and return it with the Preliminary High School report directly to the State Department of Public Instruction. A conscientious effort in supplying accurate information will be appreciated and will greatly validate the results of the study. Reference to Preliminary Reports for 1941 and 1942 on file in your office should be of assistance in a number of cases.

As soon as possible after the questionnaire is returned a preliminary report will be made available to you as partial consideration for your time and effort in supplying the information.

Sincerely yours,


James C. Schooler

of School _____ High School Enrollment _____

Superintendent _____ N. Central Accredited _____ Yes. _____ No.

Name of School _____

I. Enrollment of Pupils and
Number of _____

	Gr. 1-6		Gr. 7-8		Gr. 9-12	
	M	F	M	F	M	F
Enroll. of Pupils as of 10-15-41...						
Enroll. of Pupils as of 10-15-42...						
Enroll. of Pupils as of 10-15-43...						
Number of Teachers as of 10-15-41...						
Number of Teachers as of 10-15-42...						
Number of Teachers as of 10-15-43...						

III. High-School Enroll. in New or Revised Courses Based upon Syllabi prepared by the U. S. Office of Ed. and the Army. (All four years)

	2-15-43			10-15-43		
	M	F	Total	M	F	Total
Fund. of Radio.....						
Fund. of Elec.....						
Fund. of Auto Mech..						
Elem. of Shop work..						

II. High-School Enrollment in Special Subject Fields as of October 15.

	1941	1942	1943
Agriculture.....			
Pre-Flight Aero....			
Chemistry.....			
Physics.....			
Plane Geometry....			
Solid Geometry....			
Adv. Algebra.....			
Gen. Mathematics...			
Typewriting.....			
Industrial Arts....			
Home Economics....			
Trade & Indust*....			
Latin.....			
French.....			
Spanish.....			
German.....			
Physical Ed.....			

*Do not include those enrolled in the courses listed in No. III next column.

IV. New Teachers (those not employed in this system last year) and Vacancies you still expect to fill this year.

Major Level or Subject (Group if necessary)	New Teachers 1943-44			Vacancies	
	No.	Sal.	Cert.*	No.	Salary
Kindergarten..					
Primary 1-3...					
Intermediate..					
Junior High...					
High School 9-12.....					
Total.....					
Chemistry.....					
Physics.....					
Mathematics...					
Commercial Ed.					
Indust. Arts..					
Agriculture...					
Trades & Ind..					
Home Ec.....					
Physical Ed...					

*Indicate Certification Status of Teacher as High-School General (H.S.G.), Permit (P), Substitute (S), etc.

If you feel that you would employ one or more teachers if available (even though no vacancy actually exists) please indicate number and subjects _____

How many teachers in this system have permits or are substitute teachers, including those re-employed from last year? _____

Number of married women in this system as of Oct. 15, 1941 _____, Oct. 15, 1942 _____, and Oct. 15, 1943 _____.

Name of School _____

VI. Methods by which the Problem of Teacher Shortage in this System has been Prevented or Met. (Indicate the Number of Teachers Obtained or re-employed by each method)

- | | |
|---|--|
| a. Increasing Salaries _____ | k. Using inexperienced teachers _____ |
| b. Transferring teachers to other fields _____ | l. Hiring teachers from other systems _____ |
| c. Retention of teachers who would have retired _____ | m. Hiring teachers from rural schools _____ |
| d. Increasing teacher load _____ | n. Using college students _____ |
| e. Discontinuing courses _____ | o. Replacing men with women _____ |
| f. Operation on two shifts _____ | p. Recalling retired teachers _____ |
| g. Closing schools _____ | q. Hiring local untrained women as substitutes _____ |
| h. Obtaining deferrment of men _____ | r. Other (please specify) _____ |
| i. Reinstating married women _____ | |
| j. Employing out of state teachers _____ | |

VII. Indicate in column A, where special efforts have been made by teachers to qualify as instructors in the following fields, such as attending summer school, correspondence courses, etc. In column B, check courses being taught by teachers who have little or no training for this particular field and are teaching it for the first time though they may be well qualified to teach in other fields.

	A	B
Culture _____	_____	_____
Physics _____	_____	_____
Chemistry _____	_____	_____
Mathematics _____	_____	_____
Pre-Flight Aero _____	_____	_____
Commercial Ed _____	_____	_____
Industrial Arts _____	_____	_____
Home Economics _____	_____	_____
Others (specify) _____	_____	_____

VII. Number of teachers leaving system from end of last year (1942-1943) to date, by reason

	No. of Men	No. of Women
a. Not re-employed _____	_____	_____
b. Entered armed forces _____	_____	_____
c. Entered Gov't employ:		
Federal _____	_____	_____
State or local _____	_____	_____
d. War industries job _____	_____	_____
e. Other business or industrial job _____	_____	_____
f. Retired, died, etc _____	_____	_____
g. Married _____	_____	_____
h. Nurse's training or Red Cross _____	_____	_____
i. Other (specify) _____	_____	_____
Total _____	_____	_____

VIII. Indicate emphasis which will be placed upon Physical Education this year as compared with last year in this system. Do not include regular interscholastic athletics.

Boys: More _____, Less _____, Same _____.

Girls: More _____, Less _____, Same _____.

Do you have an obstacle course? _____.

If not, is one to be constructed for use this year? _____.

IX. Financial Condition of the School District as of July 1st., based on the Superintendent's and Clerk's Annual Report.

	1941	1942	1943
a. Total Assessed Valuation of School Dist. _____	_____	_____	_____
b. Mills levied for General School Purposes _____	_____	_____	_____
c. Bonded Indebtedness of District _____	_____	_____	_____
d. Warrant Indebtedness _____	_____	_____	_____

Name of School _____

I. Length of School Term

	Opening date	Closing date	Number of days in session
a. School year 1941-42.....	_____	_____	_____
b. School year 1942-43.....	_____	_____	_____
c. School year 1943-44.....	_____	_____	_____ (Estimate)

If the term was shortened please indicate the method used by placing the year on the blank following the methods listed below.

- a. Operating on Saturday.....
 b. Lengthening the school day.....
 c. Omitting or shortening vacations..
 d. Other (specify).....

II. Miscellaneous:

- a. Check type of fuel used in the heating system _____ Wood, _____ Coal, _____ Oil, _____ Other _____.
- b. Did this system experience a shortage of fuel last year? _____.
 If so, how many days of school were lost on this account? _____.
 Do you anticipate a shortage this year? _____. If so, what is being done to remedy the situation? _____.
- c. Will scarcity of instructional supplies materially affect the instruction of pupils in your school this year? _____. If so, please indicate what supplies seen to be the most difficult to obtain _____.

III. Information Regarding the Graduating Class of 1943.

	No. Boys	No. Girls	Total
Enrolled in higher institutions			
State University.....	_____	_____	_____
State College.....	_____	_____	_____
Teachers Colleges.....	_____	_____	_____
School of Mines.....	_____	_____	_____
Denominational Colleges.....	_____	_____	_____
Commercial Schools.....	_____	_____	_____
Nurses Training.....	_____	_____	_____
Beauty Culture.....	_____	_____	_____
Out of State Institutions.....	_____	_____	_____
Military Service.....	_____	_____	_____
Military Educational Programs (V-5, V-12, etc.).....	_____	_____	_____
In Gainful occupations:			
Trades.....	_____	_____	_____
Farming.....	_____	_____	_____
At Home.....	_____	_____	_____
Unknown.....	_____	_____	_____

Appendix B

List of Schools Cooperating in This Study With the
Administrator Who Replied to the Questionnaire

Schools Covered by
This Study

Name of Administrator
Making Reply

Group A

Brookings
Huron
Lead
Mitchell
Pierre
Milbank
Sisseton

J. E. Martin
A. J. Lang
R. V. Hunkins
J. C. Lindsey
R. E. Rawlins
W. C. Rabe
O. K. Thollehaug

Group B

Armour
Avon
Bennett Co.
Canton
Chamberlain
Clark
Colome
Custer
Deadwood
Dell Rapids
DeSmet
Edgemont
Faulkton
Flandreau
Freeman
Gregory
Groton
Highmore
Kimball
Lemmon
Leola
Madison
Madison (Eastern)
Miller
Mobridge
New Underwood
Parker
Parkston
Platte
Spearfish
Sturgis
Viborg
Volga
Wessington Springs

Walter Lineau
A. B. Holm
Orville Fetherhuff
C. C. Jacobson
F. W. Hallett
Edward F. Voss
M. Bauman
M. E. Lindsey
H. S. Berger
George T. Williams
Carl J. Hofland
C. H. Beagle
W. E. Cermak
R. A. Williams
E. L. Holgate
R. D. Abraham
H. W. Iverson
A. A. Thompson
C. A. Hammer
K. F. Lohn
Arthur L. Loessin
E. A. Strand
C. E. Sear
M. J. Emerson
H. S. Freeman
M. F. Jackley
H. Mikkelsen
L. A. Hogle
James F. Slocum
J. Howard Kramer
E. E. Grunwald
W. H. Davidson
J. C. Miller
L. E. Gerber

Schools Covered by
This Study

Name of Administrator
Making Reply

Group C

Artesian
Canistota
Canova
Castlewood
Colman
Columbia
Cresbard
Dupree
Elkton
Fedora
Geddes
Harrisburg
Hartford
Hayti
Henry
Hitchcock
Jefferson
Lyons
McLaughlin
Marion
Meckling
Menno
Midland
Montrose
Oldham
Philip
Pierpont
Plankinton
Pollock
Presho
Reliance
Resholt
Roslyn
Toronto
Veblen
Wakonda
White
White River
Willmot
Wolsey
Salem

Theodore Holland
P. E. Tyrrell
O. E. Eide
W. J. Doescher
H. W. Woodward
Reginald Krueger
Harold C. Wenberg
Irven Herther
H. A. Kelly
J. A. Harris
A. M. Lundy
J. D. Natwick
J. A. Gulson
Forrest L. Jones
Earl DeVault
Henry W. Marten
R. F. Billars
E. J. Svarvari
Jack Wheeler
D. R. Snowden
C. T. Yestness
E. M. Everhart
M. J. Dahl
George R. Donahue
Charles J. Stewart
G. W. Hendrichsen
L. H. Brummel
N. C. Staley
Fred S. Morgan
George A. Moeller
Florence Anderson
E. T. Johnson
C. A. Narveson
N. N. Berg
George M. Lindsley
T. E. Knowlton
L. H. Peterson
L. R. Gustafson
Albert Gullikson
John J. Rickert
E. C. Mikkelsen

Schools Covered by
This Study

Name of Administrator
Making Reply

Group D

Astoria
Athol
Baltic
Bath
Belvidere
Bonilla
Bradley
Bruce
Burbank
Claire City
Claremont
Dallas
Gann Valley
Emery
Florence
Forestburg
Fort Pierre
Franklin
Fulton
Garden City
Hazel
Herrick
Lily
Logan
Morristown
Raymond
Tabor
Thorp Consolidated
Trent
Turton
Wallace
Wentworth
Worthing
Yale

Leif Fjellestad
Edmund H. Rames
Arthur L. Nelson
P. A. Fjelstad
Cora Pearl Covey
Tudor R. Jones
D. L. Haber
Ellis C. Hackett
George Clark
P. A. Setnes
L. H. Arend
M. E. Burgi
Howard Moeckel
Paul Haeder
Melvin Jensen
T. E. Sather
E. E. Davis
D. I. Bruemel
Marvin Ryan
Ralph A. Whaley
Peter J. Ludens
Irving Ellis
O. E. Nestvold
Mrs. J. A. Funk
R. J. Doyle
Andrew G. Sorenson
Arthur L. Barth
A. B. Teetell
G. B. Stillwell
Mrs. Evelyn Van Allen
Ranguald Whitmyre
Lloyd L. Dill
P. R. Jost
Erwin Unruh

Certification and Salaries of Teachers New
to the School System in 1943-44

Part I

Superintendents						
	Class	No. of Schools	No. of Teachers	Minimum	Maximum	Mean
Superinten- dents	A	7	---	---	---	---
	B	32	4	\$2200	\$2500	\$2425
	C	39	5	1900	2400	2200
	D	27	10	2000	2400	2150

Part II

High School Teachers						
Type of Certif.	Class	No. of Schools	No. of Teachers	Minimum	Maximum	Mean
High School General	A	7	27	\$1300	\$2400	\$1674
	B	32	82	1320	2200	1748
	C	39	49	1200	1750	1583
	D	27	27	1300	1900	1513
State	A	7	---	---	---	---
	B	32	---	---	---	---
	C	39	4	1125	1600	1391
	D	27	6	1200	1600	1292
Permits	A	7	1	1900	1900	1900
	B	32	6	1350	2200	1583
	C	39	5	1250	1600	1450
	D	27	10	1100	1650	1475

Part III

Grades 7 - 8						
Type of Certif.	Class	No. of Schools	No. of Teachers	Minimum	Maximum	Mean
State	B	22	34	\$ 960	\$1600	\$1221
	C	20	20	900	1300	1122
	D	15	11	950	1500	1132
First	B	22	---	---	---	---
	C	20	1	1080	1080	1080
	D	15	4	945	1125	1080
Permits	B	22	1	1100	1100	1100
	C	20	---	---	---	---
	D	15	---	---	---	---

Schools in the A Classification reported a number of 7th and 8th grade teachers with four years of college work. These were omitted from this chart because the writer was unable to determine the exact number.

Part IV

Intermediate Grades						
Type of Certif.	Class.	No. of Schools	No. of Teachers	Minimum	Maximum	Mean
State	A	6	13	\$1125	\$1250	\$1194
	B	26	45	900	1250	1161
	C	26	23	1000	1300	1119
	D	17	15	900	1200	1079
First	A	6	---	---	---	---
	B	26	1	1100	1100	1100
	C	26	---	---	---	---
	D	17	---	---	---	---
Permits	A	6	---	---	---	---
	B	26	---	---	---	---
	C	26	3	1000	1200	1108
	D	17	2	900	1100	1000

Part V

Primary Grades						
Type of Certif.	Class.	No. of Schools	No. of Teachers	Minimum	Maximum	Mean
State	B	27	41	\$ 960	\$1350	\$1135
	C	25	28	990	1220	1108
	D	17	13	900	1215	1114
First	B	27	---	---	---	---
	C	25	---	---	---	---
	D	17	2	1125	1200	1163
Permits	B	27	---	---	---	---
	C	25	2	1050	1200	1125
	D	17	2	990	1125	1058

Schools in the A Classification reported a number of Primary teachers with four years of college work. These were omitted from this chart because the writer was unable to determine the exact number.

"---" indicates that no teachers thus certified were employed.

Part I

A Comparison of the Curriculum Changes Affecting Certain
Subjects from 1941-42 to 1943-44
in South Dakota Schools

Subject	School Class.	1941-42		1943-44		% of Change
		No. of Schools	% of Schools	No. of Schools	% of Schools	
Pre-Flight Aero.	A	0	0.0	5	71.5	+71.5
	B	0	0.0	7	21.2	+21.2
	C	0	0.0	6	15.0	+15.0
	D	<u>1</u>	<u>4.0</u>	<u>4</u>	<u>16.0</u>	<u>+12.0</u>
	Totals	1	1	22	20.9	+19.9
Chemistry	A	5	71.5	7	100.0	+28.5
	B	16	48.5	19	57.5	+ 9.0
	C	7	17.5	6	15.0	- 2.5
	D	<u>2</u>	<u>8.0</u>	<u>1</u>	<u>4.0</u>	<u>- 4.0</u>
	Totals	30	28.6	33	31.4	+ 2.8
Physics	A	7	100.0	7	100.0	0.0
	B	17	51.5	21	63.5	+12.0
	C	12	30.0	18	45.0	+15.0
	D	<u>1</u>	<u>4.0</u>	<u>6</u>	<u>24.0</u>	<u>+20.0</u>
	Totals	37	35.2	52	49.5	+14.3
Plane Geometry	A	6	85.8	7	100.0	+14.2
	B	26	79.0	30	91.0	+12.0
	C	18	45.0	29	72.5	+27.5
	D	<u>7</u>	<u>28.0</u>	<u>15</u>	<u>60.0</u>	<u>+32.0</u>
	Totals	57	54.3	81	77.1	+22.8
Solid Geometry	A	4	57.2	4	57.2	0.0
	B	8	24.2	13	39.5	+15.3
	C	3	7.5	5	12.5	+ 5.0
	D	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>4.0</u>	<u>+ 4.0</u>
	Totals	15	14.2	23	21.9	+ 7.7
Advanced Algebra	A	7	100.0	7	100.0	0.0
	B	14	42.5	18	54.5	+12.0
	C	6	15.0	15	37.5	+22.5
	D	<u>2</u>	<u>8.0</u>	<u>4</u>	<u>16.0</u>	<u>+ 8.0</u>
	Totals	29	27.6	44	41.9	+14.3
General Math.	A	2	28.6	3	42.9	+14.3
	B	7	21.2	5	15.1	- 6.1
	C	4	10.0	6	15.0	+ 5.0
	D	<u>1</u>	<u>4.0</u>	<u>2</u>	<u>8.0</u>	<u>+ 4.0</u>
	Totals	14	13.3	16	15.2	+ 1.9

Part I - Continued

Subject	School Class.	No. of Schools	% of Schools	No. of Schools	% of Schools	% of Change
Typing	A	7	100.0	7	100.0	0.0
	B	30	91.0	30	91.0	0.0
	C	28	70.0	37	92.5	+22.5
	D	<u>21</u>	<u>84.0</u>	<u>25</u>	<u>100.0</u>	<u>+16.0</u>
	Totals	86	81.9	99	94.3	+12.4
Industrial Arts	A	4	57.2	5	71.5	+14.3
	B	15	45.5	12	36.4	- 9.1
	C	6	15.0	11	27.5	+12.5
	D	<u>7</u>	<u>28.0</u>	<u>5</u>	<u>20.0</u>	<u>- 8.0</u>
	Totals	32	30.5	33	31.4	+ 0.9
Home Economics	A	7	100.0	6	85.8	-14.2
	B	24	73.0	24	73.0	0.0
	C	14	35.0	20	50.0	+15.0
	D	<u>6</u>	<u>24.0</u>	<u>6</u>	<u>24.0</u>	<u>0.0</u>
	Totals	51	48.6	56	53.3	+ 4.7
Agriculture	A	3	42.9	2	28.6	-14.3
	B	14	42.5	11	33.4	- 9.1
	C	9	22.5	2	5.0	-17.5
	D	<u>2</u>	<u>8.0</u>	<u>0</u>	<u>0.0</u>	<u>- 8.0</u>
	Totals	28	26.7	15	14.2	-12.5
Latin	A	7	100.0	7	100.0	0.0
	B	20	60.5	16	48.5	-12.1
	C	7	17.5	6	15.0	- 2.5
	D	<u>1</u>	<u>4.0</u>	<u>2</u>	<u>8.0</u>	<u>+ 4.0</u>
	Totals	35	33.3	31	29.5	- 3.8
Spanish	A	3	42.9	6	85.8	+42.9
	B	2	6.0	2	6.0	0.0
	C	1	2.5	1	2.5	0.0
	D	<u>1</u>	<u>4.0</u>	<u>0</u>	<u>0.0</u>	<u>- 4.0</u>
	Totals	7	6.7	9	8.6	+ 1.9
Physical Education	A*	6*	100.0	6	100.0	0.0
	B	16	48.5	23	69.5	+21.0
	C	14	35.0	31	77.5	+42.5
	D	<u>12</u>	<u>48.0</u>	<u>17</u>	<u>68.0</u>	<u>+20.0</u>
	Totals	48	45.7	77	73.3	+27.6

*One school in Class A did not report figures for Physical Education so it was not included.

Part II

The Trends in Student Enrollments in Certain Subjects
from 1941-42 to 1943-44 in
South Dakota Schools

Subject	School Class.	1941-42		1943-44		% of Change
		No. of Pupils	% of Pupils	No. of Pupils	% of Pupils	
Pre-Flight Aero.	A	0	0.0	100	3.8	+ 3.8
	B	0	0.0	91	1.7	+ 1.7
	C	0	0.0	72	2.6	+ 2.6
	D	<u>1</u>	<u>4.0</u>	<u>43</u>	<u>5.0</u>	<u>+ 3.9</u>
	Totals	1	1.0	306	2.7	+ 2.6
Chemistry	A	264	8.1	202	7.7	- .4
	B	381	6.5	473	9.5	+ 3.0
	C	109	3.3	78	2.8	- .5
	D	<u>26</u>	<u>2.4</u>	<u>7</u>	<u>.8</u>	<u>- 1.6</u>
	Totals	780	5.8	760	6.6	- .8
Physics	A	295	9.0	249	9.5	+ 0.5
	B	224	3.8	296	5.7	+ 1.9
	C	148	4.5	207	7.4	+ 2.9
	D	<u>6</u>	<u>.6</u>	<u>60</u>	<u>7.0</u>	<u>+ 6.4</u>
	Totals	673	5.0	812	7.1	+ 2.1
Plane Geometry	A	395	12.1	364	13.9	+ 1.8
	B	530	9.0	724	13.8	+ 4.8
	C	264	7.9	472	16.9	+ 8.99
	D	<u>50</u>	<u>4.7</u>	<u>154</u>	<u>18.0</u>	<u>+15.3</u>
	Totals	1239	9.2	1714	14.9	5.7
Solid Geometry	A	42	1.3	68	2.6	+ 1.3
	B	78	1.3	129	2.5	+ 1.2
	C	17	0.5	41	1.5	+ 1.0
	D	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>.5</u>	<u>+ 0.5</u>
	Totals	137	1.0	242	2.1	+ 1.1
Advanced Algebra	A	189	5.8	194	7.4	+ 1.6
	B	153	2.6	209	4.0	+ 1.4
	C	60	1.8	149	5.4	+ 3.6
	D	<u>4</u>	<u>.4</u>	<u>13</u>	<u>1.5</u>	<u>+ 1.1</u>
	Totals	406	3.0	565	4.9	+ 1.9
General Math.	A	63	1.9	136	5.2	+ 3.3
	B	154	2.6	89	1.7	- .9
	C	74	2.2	95	3.4	+ 1.2
	D	<u>10</u>	<u>.9</u>	<u>28</u>	<u>3.3</u>	<u>+ 2.4</u>
	Totals	301	2.2	348	3.0	+ .8

Part II - continued

Subject	School Class.	1941-42		1943-44		% of Change
		No. of Pupils	% of Pupils	No. of Pupils	% of Pupils	
Typing	A	793	24.2	580	22.1	- 2.1
	B	1488	25.4	1317	25.2	- .2
	C	681	20.4	828	29.6	+ 9.6
	D	250	23.3	348	40.5	+17.2
	Totals	3212	23.8	3073	26.7	+ 2.9
Industrial Arts	A	400	12.2	374	14.3	+ 2.1
	B	420	7.2	382	7.3	+ .1
	C	111	3.3	168	6.0	+ 2.7
	D	98	9.2	53	6.2	- 3.0
	Totals	1029	7.6	977	8.5	+ .9
Home Economics	A	483	14.8	331	12.6	- 2.2
	B	1098	18.7	1089	20.7	+ 2.0
	C	307	9.2	444	15.9	+ 6.7
	D	97	9.1	54	6.2	- 2.9
	Totals	1985	14.7	1918	16.7	+ 2.0
Agriculture	A	149	4.6	89	3.4	- 1.2
	B	513	8.7	369	7.1	- 1.6
	C	205	6.2	35	1.3	- 4.9
	D	50	4.7	0	0.0	- 4.7
	Totals	917	6.8	493	4.3	- 2.5
Latin	A	338	10.3	232	9.1	- 1.2
	B	319	5.4	264	5.1	- 0.3
	C	79	2.4	78	2.8	+ 0.4
	D	5	.5	19	2.2	+ 1.7
	Totals	741	5.5	593	5.2	- .3
Spanish	A	197	6.0	238	9.1	+ 3.1
	B	26	.4	45	.9	+ .55
	C	15	.5	6	.2	- .3
	D	9	.9	0	0.0	- .9
	Totals	247	1.8	289	2.5	+ .7
Physical Education	A*	1262	47.3	1414	72.4	+25.1
	B	1624	27.7	2380	45.6	+17.9
	C	581	17.5	1572	56.5	+39.0
	D	372	35.0	522	61.0	+26.0
	Totals	3839	28.4	5888	51.2	+22.8

*One school in Class A did not report figures for Physical Education so it was not included.

This is to certify that, in accordance with the requirements of South Dakota State College for the Master of Science Degree, _____ has presented to this committee three bound copies of an acceptable thesis, done in the major field; and has satisfactorily passed a two-hour oral examination on the thesis, the major field,

Education, and the minor field, Chemistry

Head of Major Department

Head of Minor Department

Rep. of Graduate Committee

Aug 25, 1945
Date